

# Bevendean Primary School

## Inspection report

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<b>Unique Reference Number</b>	114485
<b>Local Authority</b>	Brighton and Hove
<b>Inspection number</b>	326019
<b>Inspection dates</b>	11–12 May 2009
<b>Reporting inspector</b>	Timothy Feast

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	392
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Back
<b>Headteacher</b>	Wendy King
<b>Date of previous school inspection</b>	20 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Heath Hill Avenue Lower Bevendean Brighton BN2 4JP
<b>Telephone number</b>	01273 681292
<b>Fax number</b>	01273 622334

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a large primary school where nearly all the pupils are from a White British heritage. The percentage of pupils who have been identified as having learning difficulties and/or disabilities has increased since the last inspection and is well above the national average. The school has a unit that provides for the needs of a small number of pupils with hearing impairment. Provision for the Early Years Foundation Stage includes Nursery and Reception classes. Children come to the Nursery on a part-time basis, either morning or afternoon. Children entering the Reception Year come from other settings as well as the school's Nursery class. The headteacher joined the school in January 2009. Currently, some of the other leadership posts are interim appointments. Some classes have had a number of staffing changes this year. In recognition of its work, the school has been awarded Healthy School status, and an award for Internationalism.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Bevendean is a satisfactory school. There are important signs of improvement, especially in academic performance, and these developments are welcomed by both pupils and their parents. One parent wrote to say, 'There have already been some positive changes... we look forward to more changes!', and this comment is typical of others from parents. Standards in the past have been low, but in 2008 the results of the Year 6 pupils were, for the first time for a number of years, broadly in line with national averages. This represented satisfactory progress overall for these pupils, with significantly accelerated progress in their final year. Pupils' achievement as a whole is satisfactory and improving, and the school's information shows that the current Year 6 have already made more progress than last year's group. Standards by the end of Year 2 have been low for a considerable period, but the rate of progress is improving in this key stage too and is also satisfactory. In some cases, progress is good. However, progress is not yet sufficiently consistent across all year groups, being much better in some years than others. Progress has also been better in reading and writing than in mathematics in Years 2 to 6. The progress of pupils with hearing impairment is good in relation to their acquisition of communication skills. Pupils with other learning difficulties and/or disabilities make satisfactory progress in meeting the targets in their individual education plans. Children in the Nursery and Reception classes also make satisfactory progress.

Pupils enjoy coming to school and this is reflected in their improving attendance. They behave well, both in and out of classrooms, and this illustrates their good personal development. Pupils from the unit are integrated well into the school and other pupils commented that 'having the hearing unit at the school is a positive thing'. Pupils say that they feel safe and are looked after well by the staff in the school. The safeguarding arrangements meet national requirements. While the academic guidance given to pupils is satisfactory, it is not yet consistently effective in making sure that pupils' progress is good in all year groups and subjects, as it does not let pupils know routinely what it is they have to do to improve.

Teaching and learning are satisfactory, reflecting the good relationships in the classrooms, successful management of behaviour and pupils' positive attitudes to their work. However, pupils commented that the work is not always challenging enough. In addition, there are too few opportunities for pupils to work independently and tasks do not always meet the differing needs of pupils. The curriculum is satisfactory and its strength is its wide range of enrichment activities, which pupils enjoy and participate in enthusiastically.

Satisfactory leadership and management ensure that the school runs smoothly. The school has a clear understanding of its strengths and priorities and staff are pulling together to move the school on. Improvements are evident in areas such as the learning environment and, most importantly, in rising achievement and standards. These factors indicate the school's satisfactory capacity for improvement. The parents are generally very positive about the school, as were the pupils who said that 'school is a good place to make friends, to learn well and to eat healthy food.' In response to the headteacher's vision for the school, other school leaders are increasingly developing their roles and responsibilities and making a valuable contribution to improvement. The governing body is keen to offer the school all the support it can for moving on. It is ensuring that it is kept well informed, but is not yet checking the school's performance and offering it the challenge it should about the quality of provision and academic performance.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Attainment on entry to the Nursery and Reception classes is well below expected levels, most particularly in language and literacy skills. Progress in these classes is satisfactory, and beginning to pick up a faster pace. As a result, standards are higher in the current groups than they have been, with more children reaching average standards at the end of Reception than have in the past. However, standards remain well below average at the end of the Reception Year, especially in language and literacy.

The leadership and management of the Early Years Foundation Stage are satisfactory. Welfare arrangements are secure and good induction arrangements ensure that children, especially the new ones in the Reception Year, settle quickly and co-operate appropriately with each other and with adults. Teaching is satisfactory with generally a sound balance between adult-led activities and those chosen by the children. On occasions though, activities are overly directed by adults and do not give children as much opportunity as they should to be independent. However, teaching assistants intervene effectively during activities to promote literacy skills – to move children on in this weaker area of learning – and to widen children's knowledge and understanding of the world. Literacy skills have been developed positively through adults concentrating on children's speaking and listening skills and through developing children's ability to recognise and then write accurately different combinations of sounds and letters.

### What the school should do to improve further

- Accelerate pupils' progress so that it is consistently good in all subjects and all classes, including the provision of appropriate guidance to pupils on how to improve.
- Ensure pupils are always challenged to do their best, are given greater opportunities to work independently and that activities are consistently matched to meet the needs of those with different capabilities.
- Ensure governors play their required role in challenging school leaders to raise standards and achievement and the quality of provision.

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

## Achievement and standards

### Grade: 3

Achievement is satisfactory and there is an improving academic picture, with higher standards than before. Increases in progress have brought standards to broadly average this year in Year 2 from previously low levels, and maintained last year's average standards at Year 6. However, progress is still variable between year groups and some subjects in both key stages.

Since the last inspection, standards at the end of Year 6 have been rising in English, mathematics and science and in 2008 were broadly in line with national figures. This increase reflects the improvement to pupils' progress in all three subjects. Current standards in Year 6 are average and pupils' progress since the start of Year 6 has been good. To a large degree this is because pupils in Year 6 are clear as to what their targets are and they have been given good guidance in what they need to do to improve. Progress in other year groups has been more variable. This pattern of inconsistent progress hinders pupils making the same accelerated progress overall

as is made at the top of the school. There has been a strong focus on improving reading throughout the school and there is evidence that this focus is having a positive impact in other areas, such as writing.

## **Personal development and well-being**

### **Grade: 2**

'Our daughter loves school' was a typical comment illustrating pupils' strong levels of enjoyment. Their spiritual, moral, social and cultural development is good. Pupils show sensitivity to personal feelings and good respect for each other. They behave with courtesy and consideration and show good collaborative skills, especially when working with adults. A particular strength of pupils' personal development is their involvement in the community through activities such as the school council and playground 'buddies'. Pupils use the suggestion board in the public area to contribute sensible ideas. Attendance is improving, but still remains a little below national figures. Pupils have a good understanding of healthy living and participate enthusiastically in a wide range of physical activities, such as trampolining and table tennis. Their current satisfactory achievement, particularly in English and mathematics, means that their preparation for the future is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils are making the expected progress by the end of the key stages now and this reflects the satisfactory teaching they receive. In some classes progress is greater than the targets set and this good pace is aided by assessment that really guides the pupils to improve to the next level, as well as the deployment of support to those who need help, and activities that challenge and motivate pupils to do well. Pupils commented that their investigative work in science challenged them and there was evidence of good challenge being provided for more able girls in mathematics. In other lessons work engages and interests pupils, but does not always challenge them sufficiently. Neither is there always a sufficient range of activities to meet the differing needs of the pupils in the class. There are also too few opportunities for pupils to assess their own work and the work of others and limited opportunities to work independently.

### **Curriculum and other activities**

#### **Grade: 3**

The satisfactory curriculum enables most pupils to enjoy their education and make satisfactory academic progress. Strong provision for pupils' personal, social and health education is reflected in the pupils' positive attitudes to learning. Pupils' personal development is also supported through a wide range of enrichment activities, including residential experiences, visits to religious and historical places and to France. Opportunities for pupils to develop their skills in information and communication technology are inconsistent across year groups and this can slow down their progress in other areas, for example, when they are completing pieces of extended writing.

The curriculum helps to develop pupils' understanding and valuing of different places and people well, for example, through looking at the role of Indian cuisine in British life. They also value their local community and all that it can offer. The school's approach to valuing all pupils and extending equal opportunities to all is illustrated by the inclusion of pupils from the unit in everyday activities within the rest of the school.

## Care, guidance and support

### Grade: 3

The school provides a supportive learning environment in which all pupils, including those who are more vulnerable, feel safe. Academic guidance and support are satisfactory and improving, reflected in the better outcomes for the pupils. However, teachers are not sufficiently consistent in the quality of guidance they give to pupils so that pupils know what to do to improve. The pastoral support is of a good quality, reflecting the strong commitment of staff. The work of the learning mentors is particularly valued by pupils and parents, and has helped to develop positive links between families and the school. The co-ordinator for pupils with learning difficulties and/or disabilities plays a significant role in identifying and meeting individual children's needs and helping to raise the level of parental support. The school works well with a range of external agencies to support pupils, including the agency that provided the training for school 'buddies'. The school takes the appropriate steps to safeguard the pupils and meets the statutory requirements. Pupils benefit from links with other agencies, such as the local Hearing Service, and with local universities.

## Leadership and management

### Grade: 3

School leaders have been successful in raising standards and improving achievement. New and interim staff are developing their roles with varying degrees of success and are increasingly working as a team to improve provision and monitor outcomes. The new headteacher and her interim deputy headteacher have a clear vision for continuing improvement. The school has been responsive to the views of its pupils in planning improvement. This is true of science, for example, where pupils' comments have prompted more scientific investigations. The governing body are very supportive of the school but are not yet in a position to monitor and evaluate the quality of the provision or challenge whether standards are high enough. Training is already planned to help them to develop this aspect of their responsibilities and the school is ensuring they receive plenty of relevant information about its work. The school promotes community cohesion satisfactorily. It has a good understanding of the needs of its community. There are strong links locally, including with local religious congregations representing some different faith groups and local improvement groups. Whilst there is consideration of the wider world, the school recognises that there is more to be done to celebrate the diversity of other societies.

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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?	3
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?	2
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
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

## Annex B

### **Text from letter to pupils explaining the findings of the inspection**

26 May 2009

Dear Pupils

Inspection of Bevendean Primary School, Brighton, BN2 4JP

Thank you for making us feel so welcome and treating us with such courtesy when we visited your school. We enjoyed talking with you and seeing you at work and play. Bevendean is a satisfactory school. We could see that you are happy and that you enjoy coming to school, and were pleased to learn that your attendance is improving. You behave well and feel safe. You particularly like all the exciting activities you are doing after school and you told us how much you enjoyed your scientific investigations. We found that the staff look after you well.

Your standards are improving and most of you are making better progress than you have. We have now asked your school to make sure you know your targets and give you more help in knowing what you need to do to improve. We have asked them to plan lessons that are more challenging, give you more opportunities to work independently and to meet your different needs better. We have asked that the governors to check the school's work so that they can challenge it to do even better.

Yours faithfully

Tim Feast Lead inspector