

# Beckingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	122615
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327765
<b>Inspection dates</b>	28–29 January 2009
<b>Reporting inspector</b>	Roger Brown

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	90
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>	Mr Dennis Shemilt
<b>Headteacher</b>	Mrs Elizabeth Moore
<b>Date of previous school inspection</b>	23 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>	The Limes Beckingham Doncaster DN10 4QN
<b>Telephone number</b>	01427848230
<b>Fax number</b>	01427848700

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<b>Age group</b>	4–11
<b>Inspection dates</b>	28–29 January 2009
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is smaller than average in size, but the number of pupils is increasing. A growing number of pupils move to and from the school during each academic year. Most pupils are from White British backgrounds, but the small numbers who are from other cultures all speak English as their first language. A smaller than average proportion are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average. The Early Years Foundation Stage (EYFS) takes in children part-time in the term before their fifth birthday. Children move to full-time education at two points in the year, usually in the term in which they become five.

The school operates on two sites separated by a stretch of public land. Access between the buildings is difficult and has to be controlled carefully at all times.

The school has a Gold Healthy Schools 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 a good school. Pupils achieve well and leave school as well-rounded individuals, both academically and socially. They are well equipped to face the next challenges in their lives. The school enjoys good support from parents, many of whom wrote expressing their positive views. In the words of one parent, which reflect the opinions of the majority, 'My child is happy, confident and eager to learn, staff all work together to give their pupils a positive experience of learning.'

The school has made good progress since the last inspection. The weaknesses that were identified at that time have been tackled successfully. Provision for the children in the EYFS has improved, as has the way the school checks on the pupils' progress. Standards at the end of Key Stage 2 are rising. All pupils make good progress and by the time they leave school, standards are above the national average. Test results in 2008 for Year 6 pupils were high in English, mathematics and science. Standards at the end of Year 2 are lower; this is especially true of writing where they are now below average. The small number of pupils in each cohort emphasise any disparities in the achievements of different year groups. As such, staff recognise from their analysis of the data that the outcomes at the end of Year 6 will vary. Therefore, they focus on the best possible progress for each individual.

Teaching is often lively and interesting. The pupils emphasise how much they enjoy their lessons and like being challenged to do even better. The quality of relationships in the school is a strength and there is a genuine respect between adults and pupils which helps to create a learning environment where pupils flourish. Teaching assistants add a host of skills, which enhance the pupils' learning.

Staff recognise and celebrate the individuality of pupils. This is reflected in the high levels of pastoral care. Pupils have a genuine voice in the life of the school that builds up their confidence and self-esteem. They usually behave well, show a mature awareness of right and wrong, and respect the traditions and beliefs of others. Pupils know, and importantly practise, what is needed to follow fit and healthy lives. They manage risks well and their sense of social responsibility is clear. However, their cultural awareness is more restricted. Although they make important and much appreciated contributions to both the school and local community, staff recognise that the pupils lack a broad understanding of the wider world.

The school's leadership is good, and in working alongside the governors they are flexible and creative in adapting to the constraints of a small school on a difficult site. Almost all staff work on a 'job share' arrangement, which creates a large pool of talent and expertise to cover the breadth of responsibilities needed for the school. The split site is managed well with minimum disruption to the pupils' learning. However, the governors have plans and funds in place to extend the newer building, which at present, has aspects that are barely adequate in meeting the pupils' needs. The implementation of these plans will allow the school to meet the statutory requirements of the 1995 Disability and Discrimination Act, which at present cannot be fulfilled. Nevertheless, the school's capacity to improve is good.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The good quality of the provision in the EYFS gives children an effective start to their schooling. The welcoming atmosphere ensures that children settle well. Older pupils do a good job of

supporting the children. They act as play leaders at break times and generally take every opportunity to help them in and around school. The children are very eager to take part in activities. They enjoy dressing up and acting out stories. They like using computers and are beginning to recognise words and numbers. There is a good range of experiences provided both indoors and in the outside environment. In both areas, children enjoy learning opportunities that arise from the activities that are provided, as well as those based on their own interests. The teaching is good ensuring all children, including those who need extra support, make good progress. Achievement on entry varies widely, but data over three years indicates that on average, it is in line with the expected levels. By the end of the EYFS, most are achieving at a level beyond that expected. The EYFS leader is not based in the same building. Nevertheless, she is given appropriate time to monitor and evaluate the work of the team and as a result their work is well led and managed.

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

- Increase the number of pupils writing at above expected levels, especially in Key Stage 1.
- Develop the community and cultural elements of the school's work to raise the profile of the school in its community and heighten pupils' awareness of national and global issues.
- Implement the plans to extend and develop the new building to more effectively meet the learners' needs and comply with the requirements of the Disability and Discrimination Act of 1995.

## **Achievement and standards**

### **Grade: 2**

The results of Year 6 assessments for 2008 were very high. Pupils achieved standards that were well above those expected nationally in all areas. Assessment results for Year 2 pupils in 2008 were not as high, particularly in writing where they fell to below average. The staff have been able to accurately identify that they failed to get sufficient pupils to attain the higher levels in this aspect. The better quality systems now in place to record and measure pupils' achievement allow staff to accurately target those groups and individuals who need more support. As a result, all pupils, including those who require additional support, achieve well. Pupils identified as gifted, able or talented are enthusiastic about the opportunities they are given to extend their skills, knowledge and understanding.

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

### **Grade: 2**

Pupils throughout the school behave well almost all the time. Their attendance is good, as is their attitude to school. The teaching of good learning habits, such as listening attentively, and working co-operatively fosters this well. Pupils show high levels of respect for adults and one another and are very careful about each other's safety. The pupils report that they are not concerned about bullying as it is rare and they are given clear guidance about what they should do if it does occur. They are adamant that there is always someone to talk to if they have any concerns. Pupils' good progress owes much to the considerable enjoyment they take from their work and activities. The teaching they receive and the curriculum they experience builds pupils' confidence and supports their good spiritual, moral and social development. Their cultural awareness is not as strong. They do get opportunities to contrast their own lives with those of other faiths and cultures, and they are caring individuals. However, the school recognises that their perspectives are rather limited. The staff have worked hard to improve pupils'

understanding of healthy lifestyles. Pupils now get good opportunities to take part in sports, and they understand the need to carefully consider their diet and stay physically fit. Pupils' good level of academic and interpersonal skills mean that they leave the school well prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good quality teaching enables pupils to make good progress in their learning. Past results, indicate that progress over time has been rather uneven, but now, with the better use of tracking, the issue is being addressed and inconsistencies eliminated, although there is still work to do. Teachers and teaching assistants work together very effectively. They manage pupils well and establish good relationships. Learning takes place in a calm, orderly and friendly environment. Pupils want to learn and do well. Good teacher planning ensures that each lesson includes a range of varied activities which help pupils develop their knowledge, understanding and skills. The marking of work is thorough; pupils are not only praised for their achievements, but also given clear guidance about what they need to do to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is developing well, and is sharply focused on developing the pupils' basic skills. Staff ensure that learning builds incrementally on their prior knowledge and understanding. Teachers are increasingly exploring links between subjects to ensure learners' needs are met more accurately. Teachers acknowledge that this also makes their lessons more interesting. Information and communication technology is now providing good support for cross-curricular working. Staff and pupils recognise that this development is both fun and promotes learning, but there is still some way to go before this aspect is fully embedded across the whole school. The improved curriculum is helped in no small measure by the wide array of enrichment activities. The range of visitors and visits brings lessons to life for pupils. The clubs run after school, with a strong emphasis on sport, are a strong feature of the school. Over 90% of the pupils in Years 2 to 6 attend at least one of the clubs. Pupils' emotional well-being is well provided for through the strong emphasis on personal, social and health education.

### **Care, guidance and support**

#### **Grade: 2**

Pupils' safety and well-being are paramount and the school's caring attitude is fully embedded in all aspects of its work. Pupils say that rare incidents of inappropriate behaviour are dealt with swiftly and effectively. The staff encourage all pupils across the whole school to play alongside one another during breaks and lunchtime. Pupils report that initiatives such as the 'play leaders' help make playtimes more enjoyable social occasions. The school carries out the required checks on those who work with children and all staff have received training on child protection. Detailed risk assessments are carried out for activities both on and off the school site.

The school now uses assessment data well to identify pupils who would benefit from extra support to meet any additional learning needs. Pupils are given plenty of guidance to help improve their work and are very ready to take on board the comments and advice given. The

school improvement plan has identified the need to renew and increase communication with parents to keep them better informed about the progress of their children and identify ways in which they can help them with their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher and the governors carry out their roles well. They have a clear and accurate understanding of how well the school is performing, and know what they need to do to take it forward. The school has plans to address issues such as the buildings non-compliance with the Disability and Discrimination Act of 1995. Governors have already established a substantial fund and intend to use this to overcome this problem while also alleviating some of the cramped conditions in the present classrooms. A small number of parents raised the issue of the need for improved communication between home and school. This has been identified as an area for development by the leadership. Staff are conscious that they need to do more to address the issue of community cohesion; not just in terms of reaching out to parents and the community, but also by raising and heightening pupils understanding and awareness of national and global perspectives. The school has a number of effective partnerships with a range of schools and local organisations which promote pupils well-being, but these are all with schools of a very similar nature.

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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?	2
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	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<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	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

30 January 2009

Dear Pupils

Inspection of Beckingham Primary School, Doncaster, DN10 4QN

Thank you for making me welcome when I came to inspect your school. This letter is to tell you what I found out about your school.

I agree with those of you who I talked to in Year 6, and with the great majority of your parents, that yours is a good school. For example, your behaviour is good and you work hard in lessons. The adults in school take good care of you and help you if you are worried. You enjoy school and say your lessons are interesting and you learn a lot. The standards that last year's Year 6 achieved in English, mathematics and science were well above those of most schools. I really hope that you all continue to do as well as this. However, I was disappointed that the standard of writing in Year 2 and in some other year groups is not as high. Your teachers know this, but it is one of things I have asked them to look at very carefully and try to help you improve.

The school can also improve two other things. The first of these concerns greater involvement of you, your parents and the village community in the life of the school. As part of this, I would like your teachers to help you get a better understanding of the wider world. Your school already has some good partnerships with similar schools to your own, but I would like these to be extended to include people from a wider range of cultures and backgrounds. The second thing I would like your headteacher and the governors to do is something that they have planned, but, even though they have been saving up for a long time, still not managed to do. I would like them to extend and improve your newest building. At present, anybody who is disabled will not only struggle to get into the building, but find it impossible to move around in it. As you know very well, your classrooms are cramped and you have no spare space, or even a corridor to let you move around without going through another classroom. This is no longer acceptable.

You can play your part in helping your school to improve by continuing to behave as well and work as hard as you do now.

I wish you all well for the future.

Yours sincerely

Roger Brown

Lead inspector