

# Bexhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	108780
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	337149
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Irene Cochrane

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 of pupils on the school roll</b>	276
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Bob Symonds
<b>Headteacher</b>	Mrs Teresa Laybourne
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Bexhill Road Townend Farm Sunderland SR5 4PJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed 12 teachers, spent 60% of time observing learning and held meetings with governors, staff and groups of pupils. They observed pupils at work and looked at the data the school has collected on pupils' progress, the safeguarding procedures, the school improvement plan, looked at pupils' books and records of the school's review and evaluation of its actions for improvement. They also considered 77 questionnaires returned by parents and carers as well as questionnaires from staff and pupils.

- current progress and to what extent it varies between key stages and pupil groups
- how well pupils are taught and to what extent it varies
- the extent to which leadership and management contribute to improving outcomes for pupils
- the effectiveness of assessment and monitoring procedures across the school to ensure all pupils achieve well
- the impact of the curriculum on pupils' learning

## Information about the school

This is a larger-than-average primary school with a stable population. A high percentage of pupils are eligible for free school meals. Almost all pupils are White British. Currently, the proportion of pupils with special educational needs and/or disabilities is well above average. The school holds a number of awards, including the Activemark and the Green Flag Eco school award. It is a Creative Partnership School and a School of Innovation. Provision for the Early Years Foundation Stage comprises one Nursery and one Reception class. The school has had a number of staffing changes since September 2008 including the appointment of a new executive headteacher. It has become federated with neighbouring Town End Primary School.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good and improving school. It is emerging from a period of change. The executive headteacher, ably supported by the associate headteacher and senior leadership team, has introduced new systems of management which are already serving the school effectively. Parents and carers, pupils and staff are happy and supportive of these systems. Staff feel valued and there is a combined sense of purpose and vision for school improvement. As a result, the quality of teaching and learning has improved and so have standards. Positive relationships and good pastoral care result in good behaviour and enthusiasm for learning. Good community links, partnerships beyond school and interesting activities outside lessons have a positive impact on pupils' personal development.

Children start in the Early Years Foundation Stage at a level that is well below that which is typical for their age. An increasing number have poorly developed language skills on entry. A strong focus on letters and sounds is making a difference. However, more remains to be done to make children more purposeful and active learners in all areas of learning. The recent move to place Reception children close to the Nursery has impacted positively in terms of sharing provision and skills across the Nursery and Reception classes. At the end of Key Stage 1, pupils' attainment has been significantly below average but is improving. Progress accelerates in Key Stage 2 and as a result, attainment is average by the end of Year 6 and pupils achieve well. Pupils with special educational needs and/or disabilities progress equally well. Good teaching together with an enriched curriculum engages and motivates pupils effectively.

Senior leaders and subject leaders are increasingly proactive in guiding and monitoring their subjects with accurate evaluations to improve pupils' progress. Self-evaluation is generally accurate and this has meant that the school has successfully addressed improvements in Key Stage 1 and is beginning to have an impact in the Early Years Foundation Stage, though more remains to be done. Governors support the school well and are committed to continuous improvement. Achievement is improving, staff morale is good and the curriculum is becoming more relevant and interesting. The rapid pace of change and the far-reaching improvements demonstrate that the school has good capacity to sustain further improvement.

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

- Improve outcomes and provision in the Early Years Foundation Stage by:
  - - making better use of assessment information to improve outcomes
  - - improving the effectiveness of adult intervention to improve children's learning

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- - making sure activities have a clear purpose for children.

## Outcomes for individuals and groups of pupils

**2**

Pupils have positive attitudes to learning and enjoy coming to school. As a result, they are attentive in class, enjoy learning new things and cooperate well with each other. Effective relationships ensure that pupils behave well and are motivated to learn. Standards are below average at the end of Key Stage 1, although attainment in 2009 significantly improved compared to the previous year. This is because of improvements in the quality of teaching and learning and rigorous monitoring of pupils' progress. The most recent data and evidence from workbooks show that pupils in the current Year 2 are on track to reach standards that are broadly average. Pupils make good progress in Key Stage 2 to attain average standards in English and science and above average standards in mathematics by the end of Year 6. Pupils with special educational needs and/or disabilities make good progress due to the early identification of the support they need.

Pupils have a good understanding of the importance of a healthy diet and taking regular exercise. Their understanding of how to stay safe is good and they know that teachers are willing to help with any concerns they have or if they need help with their work. Pupils are proud of their school and play a part in its development through their suggestions such as improving the school toilets and playground facilities.

Their awareness of community is good, promoted through the links with schools in China and France. Their broader cultural development is supported through an enriched curriculum which has focused weeks, such as one on the Chinese New Year, to inform pupils of other cultures. The good grounding pupils receive in their social and basic skills prepares them well for their next stages of learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>

<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.

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<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of teaching and learning has strengthened across the school and is now good overall. This is as a result of a range of initiatives from the executive headteacher and senior leadership team such as tracking pupils' progress more rigorously, staff training and checking teaching quality. Common strengths in teaching include well planned activities, that are relevant and interesting and involve pupils in assessing their own learning, high expectations and good use of support staff. In less effective lessons, teachers talk for too long and do not make best use of time at the end of lessons to review pupils' progress.

The curriculum has been recently reviewed to ensure content is relevant to all pupils' needs and has a strong focus on raising basic skills through a cross-curricular approach. A high level of enrichment activities gives pupils the opportunity to have first-hand experiences to develop their learning. For example, the recent week of Chinese New Year celebrations included a whole-school lion dance and a professional chef demonstrating Chinese cooking. As a result, pupils are motivated to learn, and participate well. A wide range of extra-curricular activities such as cricket, gymnastics and craft are well attended.

The school takes good care of its pupils. Staff are considerate, kind and quick to respond to the needs of individuals. Pupils know that staff have their best interests at heart and readily turn to them for advice. Formal systems of care including safeguarding procedures are secure. There is particularly good support for more vulnerable pupils and families, further strengthened by the recent appointment of a child and family liaison development manager.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The redesigned leadership has been the key catalyst for change. The federated status with Town End Primary School has impacted positively at Bexhill Primary through the sharing of staff expertise and extended services provision between both schools. The executive headteacher has a clear vision for school improvement and provides a good role model in professional development to emerging leaders. As a result, school improvements are sharply defined and proving to be successful, particularly in raising standards. This ambition and drive are shared fully by the newly formed senior leadership team and staff. The impact is seen in the improving quality of teaching, the improved standards in Key Stage 1 and emerging changes in provision in the Early Years Foundation Stage.

Governors are involved in the school, understand school priorities and hold the school to account in positive ways. The school has good procedures to safeguard its pupils. It has well documented and comprehensive systems in place to meet statutory requirements. Good relationships with parents and carers and partnerships with agencies outside of school effectively promote pupils' personal development and ensure good levels of support for vulnerable pupils and families.

The school is effective in promoting equal opportunities and tackling discrimination and has a structured approach to community cohesion. As a result, pupils enjoy finding out about a wide range of cultures and have a good understanding of a diverse society.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Children make satisfactory and improving progress in the Early Years Foundation Stage. Children enter the Nursery with skills that are well below those expected for their age particularly in their communication and language development and personal and social skills. Effective induction arrangements and good relationships help children to settle well so they learn to work and play happily together in a safe and supportive learning environment. There is a high priority placed on engaging parents and carers in their children's learning. Over the past two years, children have attained well below expected levels at the end of the Reception Year. In 2009, standards improved considerably and the pace of change is now rapid, though outcomes remain below the level expected. Children make the most progress in developing communication skills, largely as a result of a strong focus on this aspect of their development.

Teaching quality is satisfactory overall and improving. This is in part due to the Reception class moving closer to the Nursery and so children frequently share the same curriculum topic and staff benefit from regular meetings and liaison between the two classes led by the Early Years Foundation Stage leader. This has had a positive impact on transition arrangements. Adult-led activities work effectively as in the group phonic sessions where children enjoy actively taking part and writing simple words. When children lead their own learning this is less effective because the activities are not planned well enough for children to set their own challenges and work productively in all areas of learning. In addition, adult interventions are not always timely so as to extend children's learning. As a result, opportunities are missed, for example, to ensure children use the key skills they have learnt in phonics sessions when pursuing activities of their choice. Staff carry out assessments regularly to record children's progress and indicate what the next steps in learning may be but they do not use the information from these sufficiently well to improve children's outcomes across the Nursery and Reception classes. The setting is well led and managed. The Early Years leader, together with the experienced executive and associate headteachers is promoting a fast rate of change and children's learning is coming on apace.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

In response to the questionnaire, the majority of parents and carers were positive about the school. They feel their children are safe and well cared for throughout the school. A few individual concerns were raised but the inspectors found no evidence to support



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them and their concerns were not substantiated by the inspection evidence.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bexhill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 276 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	61	29	38	1	1	0	0
The school keeps my child safe	57	74	19	25	1	1	0	0
The school informs me about my child's progress	43	56	29	38	5	6	0	0
My child is making enough progress at this school	47	61	26	34	3	4	1	1
The teaching is good at this school	49	64	27	35	1	1	0	0
The school helps me to support my child's learning	44	57	30	39	3	4	0	0
The school helps my child to have a healthy lifestyle	41	53	30	39	4	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	55	30	39	3	4	0	0
The school meets my child's particular needs	44	57	29	38	4	5	0	0
The school deals effectively with unacceptable behaviour	45	58	24	31	7	9	1	1
The school takes account of my suggestions and concerns	38	49	34	44	5	6	0	0
The school is led and managed effectively	42	55	29	38	6	8	0	0
Overall, I am happy with my child's experience at this school	47	61	26	34	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 February 2010

Dear Pupils

Inspection of Bexhill Primary School, Sunderland, SR5 4PJ

Thank you for the warm welcome you gave to the inspectors when we visited your school recently. We enjoyed talking to you all and your views were important to help us understand your school fully. I would like to tell you what we found out.

You go to a good school which knows what to do to make itself even better. The staff are working hard to improve your standards, particularly in the Early Years Foundation Stage and Key Stage 1. Recent changes are making a big difference and as a result, teaching has improved so you are learning more quickly and standards are rising.

Staff take good care of you and you told us they are always there to help you when you have concerns. We know that you feel that your school is a happy place to be and many of your parents and carers agree with you.

We found your behaviour to be good and you enjoy all of the many experiences and activities the school provides, such as the enterprise days and Chinese New Year celebrations. We have asked your teachers to help improve the Early Years Foundation Stage by:

- making better use of assessment information to improve outcomes
- using adults more effectively to improve children's learning
- making sure activities have a clear purpose for children.

I wish you every success in the future.

Yours sincerely

Mrs Irene Cochrane

Lead inspector

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