

Beaupre Community Primary School

Inspection report

Unique Reference Number	110643
Local Authority	Cambridgeshire
Inspection number	337537
Inspection dates	13–14 October 2009
Reporting inspector	Nina Bee

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Ted Skelton
Headteacher	Lesley Johnson
Date of previous school inspection	1 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held discussions with governors, staff, groups of pupils and parents. They observed the school's work, and looked at policies, internal and external monitoring evidence, school tracking data, teachers' planning and safeguarding documentation, and analysed 51 parental questionnaires.

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

- the provision for children in the Early Years Foundation Stage
- pupils' progress and whether previous underachievement has been eradicated
- how well leaders and managers identify weaknesses and then improve the education that is provided.

Information about the school

Beaupre is smaller than most primary schools. Almost all of the pupils come from White British families. The number of pupils with special educational needs and/or disabilities is below average. However, these pupils are not spread evenly within year groups. As a result, some year groups have an above average proportion of pupils with special educational needs and/or disabilities. The Early Years Foundation Stage consists of one class which also contains a few pupils who are from Year 1.

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?

3

The school's capacity for sustained improvement

3

Main findings

Beaupre provides a satisfactory education for its pupils. It is particularly good at linking with other schools and people in the community, especially many external agencies who support pupils with specific needs. As a result, a great number of pupils benefit from these good links. In addition, interesting visitors are invited into school who make learning more fun. During the inspection, music workshops were arranged and enjoyed by all. By the time pupils leave in Year 6, standards are average. This represents satisfactory learning and progress. A strength in the satisfactory curriculum is that it enables pupils to develop a good awareness of the necessity to adopt healthy lifestyles and learn how to keep themselves safe. Attendance is below average. Despite receiving clear guidance, a number of parents and carers take their children on holiday during term time. A few pupils do not attend regularly. Because of this, a small number of pupils do not do as well as they should.

Teaching is satisfactory overall. Children in Reception make a satisfactory start to their education. In Years 1 to 6, learning is satisfactory but sometimes slows down when activities do not consistently match the abilities of all pupils. This means that pupils do not always achieve what they are capable of and this is a concern for a few parents and carers. Inspectors support their view. Where teaching is good, such as in the Year 4 and 5 class, learning is more rapid because assessment information is used carefully to plan activities that are suitably matched to pupils' abilities. When this happens, the work of the teaching assistants contributes well to pupils learning. However, this is not always the case. The large majority of parents and carers are pleased with the work of the school. A few feel that their suggestions and concerns are not taken into account.

The headteacher and her deputy have a clear idea of how well the school is doing. Self-evaluation is generally accurate. However, too few other staff and governors are involved in this process. Governors are not fully involved in the work of the school and so are not able accurately to identify strengths and areas for development. Staff morale is low; many feel that they are not fully involved in what is going on and as a result feel undervalued. The school has made adequate improvements since the previous inspection. The focus on developing communication, language and literacy skills lower down in the school has improved pupils' progress in reading and writing in Year 1 but has yet to impact further up the school. Improvements in the building have improved the learning environment particularly in relation to library provision and the design and technology programme. These successes indicate that the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

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- Ensure that all pupils make more consistent progress and receive good quality teaching by:
 - checking that higher attaining pupils are always sufficiently challenged and lower attaining pupils are given activities that are not too difficult for them.
 - using teaching assistants more effectively to contribute to learning.
- Improve the engagement with parents to take more account of their views and, where it is not possible to act on them, to give them a better understanding of why.
- Working more closely with parents to ensure that all pupils attend regularly and then achieve well.
- Develop the role of the governors by:
 - enabling them to be more actively involved in the self-evaluation process and become more knowledgeable about the school's strengths and what needs improving.
- Improve staff morale by making sure that all members of staff are fully involved in the work of the school so that they all feel equally valued.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils usually work hard in lessons and enjoy learning. They enjoy their learning more and make better progress during lessons when they are given activities that are matched to their needs. For example, in a Year 4 and 5 class, where pupils were learning how to use calendars, activities were carefully planned for all abilities and teaching assistants were effectively directed by the teacher, contributing well to learning. As a result, pupils worked conscientiously and learning was good. Pupils with special educational needs and/or learning disabilities learn as well as their classmates. The school's data and inspection evidence show that standards are broadly average for pupils who are currently in Years 2 and 6 in English, mathematics and science. At times, attainment is lower than expected for pupils' ages because of high proportions of pupils with special educational needs and/or disabilities in some year groups. This was the case for the Year 6 group in 2009.

Older pupils speak impressively about what they have learnt about the importance of eating healthily and the need to take regular exercise. In particular, they show a good awareness of what happens if one eats too much fat or sugar. Pupils are absolutely confident that they are safe in school, and those who look after them at home agree. Their knowledge of any potential dangers they may come across is good. Pupils talk confidently and articulately about topics such as water safety, the dangers of electricity and Internet safety. Pupils' spiritual, moral, social and cultural development is satisfactory. They generally get along with each other, show respect for each other and the adults who help them and behave well. Their contribution to the local community is satisfactory. Pupils spoke very proudly of the money they recently raised for breast

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cancer research. Attendance is below average. Despite the school's efforts a few pupils do not attend regularly and a number of parents continue to take their children out of school during term time.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers develop good relationships with their pupils and classes are usually satisfactorily organised. Most lessons are soundly resourced to enable satisfactory learning. The pace of lessons slows down when teachers do not plan activities for the different abilities and year groups in their classes. Pupils then have difficulty keeping on task because activities are either too easy or too difficult. In lessons where learning was good, all abilities were challenged effectively and pupils' attitudes were positive throughout. Teachers' marking is supportive but does not consistently inform pupils what they need to do to move onto the next step of learning.

The curriculum enables pupils to make satisfactory progress overall. It is enriched well by visitors who are invited into school to talk to and work with the pupils. Visitors, such as the road safety officer and the local police, support the personal, social and health

¹ 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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education programme well. Visits out, including a residential visit, support many areas of the curriculum and promote the development of personal and social skills well when pupils learn to live along side each other for a few days. In addition, pupils have satisfactory opportunities to take part in out of school clubs, many of which are sporting activities.

Pupils are soundly cared for and looked after. Pupils with specific needs are generally well catered for because there are good links with the external agencies they are involved with. Strong links with the local secondary school enable pupils to get to know their new school before they leave their primary school. Procedures to promote regular attendance have not been altogether successful in raising the attendance level which is below average and affects the achievement that some pupils make.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: 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	3

How effective are leadership and management?

The school has recently gone through a period of staffing disruption because of sickness along with difficulty getting a full and well established governing body. This has made it hard for the headteacher to develop her leaders and managers. Nevertheless, she and her deputy have identified what needs to be done and are ambitious to move the school forwards. The management of equality of opportunity is satisfactory. The headteacher agrees that the school is at the early stages of implementing an effective strategy to promote community cohesion. Staff have worked with neighbouring schools to develop a plan of action. Safeguarding arrangements are secure and at the time of the inspection fulfilled all statutory requirements. Governance is inadequate. The governors do not have a clear idea of how the school is doing, particularly in relation to identifying strengths and areas for further improvement, pupils' achievement and attainment. As a result, it is difficult for them to support and challenge the school as they should.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4

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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 equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Parents are pleased with how quickly their children settle into school. They feel well informed and are happy with the provision provided for their children. When children start school, their skills development is below the expected levels for their age. By the time they leave Reception, levels are generally below average. This represents satisfactory learning and progress in relation to their starting points. Teaching is satisfactory. Activities are soundly planned and teach the children how to work and play together. Children were seen enthusiastically and confidently using the interactive whiteboard to decide how many of them wanted hot lunches and how many had brought packed lunches. Behaviour is generally good although, at times, a few children have difficulty listening attentively while adults are talking. Satisfactory systems are in place to monitor how well the children are doing. Adults identify children's specific needs ensuring that different abilities are soundly catered for. Resources in the classroom are plentiful, bright and colourful, and support learning well. The outdoor area has been identified as an area for improvement. It is sparsely resourced but used satisfactorily to develop learning. Leadership and management of the Early Years Foundation Stage are satisfactory. At present, the headteacher is overseeing this as the class teacher has only very recently been appointed. Sessions are satisfactorily organised and run smoothly.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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	3

Views of parents and carers

The large majority of questionnaires were positive and indicated that parents and carers

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are happy with the work of the school. Almost all think that their children are safe in school and generally enjoy school life. A few parents and carers feel that they are not well informed about their children's progress. Inspection evidence indicates that there are satisfactory procedures in place for this in the form of parents' evenings and annual reports. A small minority of parents and carers feel that the school does not deal effectively with unacceptable behaviour. The inspection team disagrees. There are clear procedures in place relating to behaviour. Overall, although a few are not entirely happy, the large majority of parents and carers are pleased with the experience that their children receive at Beapre□.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beaupre Community 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	29	30	63	2	4	1	2
The school keeps my child safe	16	33	31	65	1	2	0	0
The school informs me about my child's progress	8	17	29	60	6	13	4	8
My child is making enough progress at this school	15	31	22	46	8	17	1	2
The teaching is good at this school	9	19	31	65	5	10	2	4
The school helps me to support my child's learning	9	19	29	60	7	15	2	4
The school helps my child to have a healthy lifestyle	22	46	22	46	3	6	1	2
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)	11	23	23	48	5	10	2	4
The school meets my child's particular needs	13	27	25	52	7	15	1	2
The school deals effectively with unacceptable behaviour	10	21	20	42	11	23	3	6
The school takes account of my suggestions and concerns	10	21	20	42	7	15	3	6
The school is led and managed effectively	10	21	24	50	10	21	2	4
Overall, I am happy with my child's experience at this school	12	35	12	35	6	18	2	6

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



14 October 2009

Dear Pupils

Inspection of Beaupre Community Primary School, Outwell, PE14 8RN

Thank you for making us so welcome when we came to visit your school. We especially enjoyed talking to you and seeing how well you were doing. We were impressed to see how much you have learnt about the need to eat healthily, take regular exercise and keep yourselves safe. Your school provides you with a satisfactory education. That means that some things are good and some things need to be improved further to make them good.

These are the main things we found out about your school.

Children in the Reception class get off to a satisfactory start.

We know you enjoy the many visitors who come into school, to make learning more fun, because we saw you working with the musicians who came in during the inspection.

Teaching is satisfactory and in a few lessons it is good.

The school is satisfactorily led and managed.

You reach standards that are similar to those reached by most pupils, by the time you leave in Year 6.

We think you generally get along well with each other.

We have asked the school to do a few things to improve the education you receive.

Make sure that teachers give you work that is not too easy or too hard so that you all learn well whichever year group you are in. Check that the teaching assistants are given clear plans so that they can help you even more.

Make it easier for those who look after you at home to speak with the staff and governors about the education you receive, and remind your parents and carers of the importance of attending regularly.

Give the governors more information about the school so that they become more knowledgeable about how well you are doing.

Make sure that staff are more involved in the work of the school so that they all feel part of the team.

Keep smiling and working hard.

Best wishes

Nina Bee

Lead Inspector

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