

Becket Primary School

Inspection report

Unique Reference Number	112717
Local Authority	City of Derby
Inspection number	337996
Inspection dates	15–16 December 2009
Reporting inspector	Melvyn Hemmings

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	229
Appropriate authority	The governing body
Chair	Chris Wynn
Headteacher	Sue James
Date of previous school inspection	6 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons and parts of lessons, and held meetings with governors, staff, groups of pupils and the school improvement partner. They observed the school's work and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 19 parent questionnaires were received and analysed.

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

- how effectively leaders are working to raise standards in English and mathematics
- if there is sufficient challenge for those pupils who are more-able
- the extent to which all leaders are involved in promoting school improvement
- if the school is doing all it can to improve attendance.

Information about the school

This average sized school has Early Years Foundation Stage provision in Nursery and Reception classes. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is above average. The proportion of pupils from minority ethnic groups is high and a few of these are at an early stage of learning English. Becket Primary operates as an extended school, providing all year round study support and care. The school hosts a designated nurture group for pupils at risk of being excluded from elsewhere in the city. The headteacher was appointed in September 2009.

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

The school provides a caring and friendly setting in which to learn. All staff and governors share the headteacher's clear vision for school improvement and a strong team ethos is evident. The headteacher provides a focused, educational direction that is centred on raising standards, particularly in English and mathematics. The relatively new senior leadership team has introduced a variety of initiatives to achieve this. These include training to further staff expertise in these areas and amendments to the curriculum to place greater emphasis on developing pupils' literacy and numeracy skills. It is difficult to measure the success of these initiatives as leaders have not evaluated their impact on pupil outcomes.

A trend of improvement in recent years means that pupils make satisfactory progress and, by the end of Year 6 attain standards that are broadly average in English, mathematics and science. This represents satisfactory achievement from their starting points on entering school. In English, pupils' limited vocabulary makes it difficult for them to effectively communicate their ideas to others, either orally or through writing. This is particularly the case for children in the Early Years Foundation Stage and younger pupils. In mathematics, pupils are not adept at using their calculation skills to solve problems in new situations.

Teaching and learning are inconsistent and this is the main reason that progress is satisfactory rather than better. Teachers do not always use assessment information effectively to set suitably challenging work that matches the abilities of different groups of pupils. This is especially the case for those pupils who are more-able. There are differences in teachers' expectations of what pupils can achieve and they are not fully accountable for progress in their classes. Leaders do not monitor and evaluate the progress that pupils make or teaching and learning robustly enough to iron out these inconsistencies. Pupils have positive attitudes to their learning and show enjoyment in their activities, especially when they are practical. They behave well and show respect for others. The curriculum is enlivened by a range of enrichment experiences, such as educational visits. It does not provide sufficient opportunities for pupils to develop their reading and speaking skills to extend their vocabulary and enrich their writing. High priority is placed upon pupils' care and well-being and they are treated with respect. Leaders have worked hard to raise attendance but have not been successful in communicating to some parents the importance of their children coming to school regularly. Safeguarding arrangements meet requirements and pupils say they feel safe while in school.

Self-evaluation is accurate and gives leaders and governors a clear picture of the school's effectiveness. It enables the school to correctly identify and prioritise areas for

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development, such as involving leaders more fully in promoting school improvement by developing their monitoring and evaluation skills. Essential systems are embedded sufficiently to enable leaders to take the school forward. This indicates that the school has satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise standards, particularly in English and mathematics, by:
 - ensuring teachers always use assessment information effectively to set challenging work that matches the abilities of different groups of pupils, especially those who are more-able
 - providing more planned opportunities for pupils to develop their reading and speaking skills to extend their vocabulary and enrich their writing
 - improving pupils' ability in applying their mathematical calculation skills in new situations to solve real life number problems.
- Improve the consistency of teaching and learning by:
 - rigorously monitoring and evaluating lessons to ensure all teachers have high enough expectations of what pupils can achieve
 - making teachers accountable for the progress their pupils make.
- Strengthen leadership and management by developing leaders' skills in monitoring and evaluating the impact of actions taken to bring about improvement.
- Improve attendance by raising parents' awareness of the importance of their children attending regularly.
- 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 are keen to do well and are enthusiastic. They are interested in their activities and collaborate well together in pairs and small groups. This was evident in a literacy lesson for pupils in Year 2 when they were working in teams to find and solve riddles around the school. Pupils lack a wide vocabulary and this limits the effectiveness of their contributions to class discussions and their quality of writing. Pupils have satisfactory mathematical calculation skills but are not adept at using these skills in problem solving activities in new situations. They make satisfactory use of information and communication technology to support learning in other subjects. There is no significant difference between the achievements of different groups. Pupils with special educational needs and/or disabilities and those for whom English is an additional language make the same progress as other pupils because of the extra support they receive.

Good spiritual, moral, social and cultural development means pupils behave considerately towards each other and are respectful of the beliefs and traditions of people from different backgrounds. Pupils take on responsibility and play a constructive

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role in school life, such as being a member of the school council. They enjoy coming to school and their behaviour promotes a positive relationship with the local community. Nonetheless, attendance is low because some pupils do not come to school regularly enough. Pupils understand the main threats to their health and how they can be avoided, such as by eating healthily and taking regular exercise. They are soundly prepared for the next stage of education and their future lives.

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	3
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	2

How effective is the provision?

Teachers make adequate use of a variety of resources, including new technology, to support learning. They have secure subject knowledge and so are able to explain new ideas clearly. Teaching ensures that pupils are generally engaged and little time is wasted. Good management leads to classrooms being calm and friendly places in which to learn. Teachers do not always use assessment information effectively to plan work that matches pupils' individual needs, especially those who are more-able. This results in pupils being given work that is either too easy or too hard and this limits the progress they make. Marking is not always effective in guiding pupils to improve their work.

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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Teaching assistants are soundly deployed to support pupils, particularly those with special educational needs and/or disabilities and those whose first language is other than English.

The curriculum adequately meets pupils' needs and interest and satisfactorily prepares them for the next stage of their lives. Planning ensures that activities given to pupils build systematically on previous work. The provision for pupils whose circumstances make them vulnerable is good and impacts positively on their progress and well-being. A notable feature of the curriculum is the opportunity for all pupils in Years 5 and 6 to learn a musical instrument. Educational visits and working with a variety of visitors in school extend pupils' skills and widen their horizons. The programme for personal development is good and is reflected in pupils' good progress in this aspect of their learning.

The school provides a safe learning environment for individuals and groups of pupils. Rigorous child protection procedures and risk assessments are firmly in place. All staff are aware of the steps to take if they have any concerns about the well-being of a pupil. The learning mentors and the nurture group are an integral part of this support. Good links with outside agencies, including the educational psychologist, ensure extra support for individual pupils is readily available, if required.

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	2

How effective are leadership and management?

Leaders embed ambition and drive improvement satisfactorily by focusing the school on priorities. The monitoring and evaluation of outcomes and provision lacks sharpness. The school promotes equal opportunity and tackles discrimination in a satisfactory way. Partnership activities make a positive contribution to pupils' learning and well-being, especially those who are potentially vulnerable. The promotion of community cohesion is satisfactory, being particularly strong within the school. The school is beginning to reach out to other communities but there is only limited evidence in this aspect of its performance. The school's provision as an extended school has a beneficial effect on cohesion within the local community. Safeguarding requirements are met and arrangements are systematically reviewed. Governors are supportive of the school and rightly acknowledge the need to develop their monitoring and evaluation skills to better promote its improvement.

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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	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 equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	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 start in the Nursery class with skill levels that are well below those expected for their age. Their progress and achievement are satisfactory. The arrangements for introducing children into Nursery are sound and enable them to quickly settle into everyday routines. Children in the Nursery and Reception classes have positive attitudes, behave well and are keen to learn. Relationships between adults and children are good, which makes a positive contribution to children's progress. There is a suitable balance between activities led by adults and those chosen by children that impacts positively on their development as independent learners. Planning tends to emphasise what children are to do rather than what they are to learn. As a result, observations and assessments lack sufficient focus on what children have achieved and the next steps needed to develop their learning. The role-play areas lack imagination and activities in them are not sufficiently focussed on promoting children's communication skills. The organisation and use of the outdoor area does not effectively develop children's knowledge, understanding and skills across all the areas of learning. The quality of care, including the promotion of children's well being, is good. Parents are kept appropriately informed of their children's progress.

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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 very large majority of parents and carers who responded to inspection questionnaires were positive about the school's work and the efforts of all staff. One parent comment was typical, 'Becket offers a nurturing, happy family environment with teachers who are dedicated.' A small minority of parents did not agree that the school deals effectively with unacceptable behaviour. There was no such behaviour during the inspection but pupils say that if any occurs, it is dealt with quickly.

Responses from parents and carers to Ofsted's questionnaire

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.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 19 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	53	8	42	1	5	0	0
The school keeps my child safe	8	42	11	58	0	0	0	0
The school informs me about my child's progress	8	42	10	53	1	5	0	0
My child is making enough progress at this school	7	37	10	53	2	11	0	0
The teaching is good at this school	8	42	10	53	1	5	0	0
The school helps me to support my child's learning	8	42	9	47	1	5	0	0
The school helps my child to have a healthy lifestyle	6	32	12	63	1	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)	6	32	11	58	1	5	0	0
The school meets my child's particular needs	6	32	11	58	4	21	0	0
The school deals effectively with unacceptable behaviour	3	16	11	58	4	21	0	0
The school takes account of my suggestions and concerns	4	21	11	58	2	11	0	0
The school is led and managed effectively	7	37	9	47	3	16	0	0
Overall, I am happy with my child's experience at this school	6	32	11	58	2	11	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

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.



17 December 2009

Dear Pupils

Inspection of Becket Primary School, Derby, DE22 3QB

Thank you for the very friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the many interesting things you do. Yours is a friendly school that helps you make satisfactory progress and reach average standards in English, mathematics and science by the time you leave.

What we found out about your school

It is a friendly place in which to work and play.

You are keen to learn and show positive attitudes in lessons.

Those of you who need extra help at times are always given it.

Your behaviour is good and you work well with others.

Adults look after you well and make sure you are safe, in school and on visits.

The headteacher, staff and governors are working hard to help you do better.

What we have asked your school to do now

Improve your reading and speaking skills and your ability to use what you already know in mathematics to solve number problems in new situations.

Make sure teaching always makes you think hard and helps you to make good progress.

Develop leaders' skills in checking if action taken to bring about improvement is proving successful.

Help you to improve your attendance.

You can all help your school improve further by continuing to try your best in all you do and by attending regularly.

Yours sincerely

Melvyn Hemmings

Lead inspector

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