

# Upper Beeding Primary School

## Inspection report

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<b>Unique Reference Number</b>	125857
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340854
<b>Inspection dates</b>	11–12 March 2010
<b>Reporting inspector</b>	Gavin Jones

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Dungay
<b>Headteacher</b>	Mandy Johansson
<b>Date of previous school inspection</b>	14 March 2007
<b>School address</b>	School Road Upper Beeding West Sussex BN44 3HY
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## Introduction

This inspection was carried out by three additional inspectors. They observed 20 lessons, observing every teacher in the school on two separate occasions. They held meetings with pupils, senior leaders and members of the governing body. They observed the school's work, and looked at the school development plan, assessment information, documentation concerning vulnerable pupils and the safeguarding of all pupils. Completed questionnaires were received from 150 parents and carers.

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

- the quality of pupils' attainment and progress, and the reasons for the lack of high standards in English
- the quality of teaching, linked with the school's new approaches to assessment
- the extent to which pupils understand ethnic, religious and cultural diversity
- the quality of middle leaders and their success in driving the school forward.

## Information about the school

This is a slightly above average size village school which receives most of its children from the immediate village locality. The pupils are very largely White British with a small proportion of children from different ethnic backgrounds. None of these is at the early stages of speaking English. There is a very low take-up of free school meals and the proportion of pupils with special educational needs and/or disabilities is average. The headteacher has only been at the school for a year and the deputy headteacher is away from the school on long-term secondment. The school has a wide range of awards including Investors in People, the Basic Skills Quality Mark and Healthy School award. They are the first school in Sussex to gain the gold 'Sing Up' award.

**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

Upper Beeding provides a good education for its pupils because it is an effective school. Some aspects of its work are outstanding, in particular, the Early Years Foundation Stage, elements of pupils' personal development and the school's very effective care and support for its pupils. The headteacher has looked very closely at how the school works and has carried out an accurate assessment of its strengths and areas for development. In spite of uncertainties connected with the secondment of the deputy headteacher, this has not prevented the headteacher from planning improvements and of putting some of them into effect. She has built a new leadership team, which is firmly supporting improvements and clear about what needs to be done. Teaching has improved, a new assessment system is in place and curriculum development is about to take place. This new group gives the school a good capacity to further improve and sustain its several initiatives. Many of the planned improvements will take longer than the year the headteacher has been in post, but middle leaders and managers are firmly behind the drive for further improvement showing combined ambition to succeed.

It is early days to say that all teachers are making best use of assessments, but a majority are using the information to help them plan good and sometimes outstanding lessons. Pupils' high achievement in mathematics and science is very well supported by a good curriculum and the use of setting by ability in the junior classes for mathematics. One area of learning that the school has not completely got to grips with over several years is English, where, although attainment is average, it lags behind the high results achieved in both mathematics and science. Although some teachers teach English with confidence, there are others who do not have the confidence or skills to teach it well enough, in order to build on the standards reached at the end of highly effective Reception classes.

A key strength of the school is its pastoral care. This is exemplified by the way in which all adults know the pupils and their families very well and ensure that they all are able to take full advantage of what the school has to offer and, as a result, make similar progress. This results in pupils themselves developing into thoughtful and caring young people. This is further supported by the good links that the school has forged with other schools and specialist teachers to support areas of learning, such as physical education and music.

Because pupils have a good understanding of their school and local community, they contribute a great deal to both, even though the school does not currently have a school council. Their wider understanding of national and global communities is not so well developed. Parents and carers have a high regard for the school, as shown by the

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comments made in the parents' and carers' questionnaire.

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

- Improve standards in English by:
  - providing professional development opportunities to support teachers in gaining more confidence and competence in their teaching
  - ensuring that when pupils work independently they know what they are expected to learn and how they will know when they have been successful
  - making better use of assessment information so that teachers are able to challenge pupils more effectively.
- Enhance the promotion of community cohesion, ensuring that pupils have:
  - a clear understanding of what life is like in a multicultural United Kingdom
  - opportunities to compare their lifestyles with others in a school in a different setting
  - a more developed understanding of their place in the global community.

## Outcomes for individuals and groups of pupils

**2**

The quality of learning and progress in lessons are good. Pupils are seen in lessons as being overwhelmingly enthusiastic about their tasks and thoroughly enjoying learning. As a result, they achieve well. In many lessons, behaviour was exemplary, giving much support to successful learning. Data show that the school has maintained high results in mathematics and science over the last three years, while results in English are only broadly average, having fallen in the same period. In consequence, pupils achieve well, but not outstandingly so. Pupils with special educational needs and/or disabilities make the same good progress due to the good and sometimes excellent quality of the support they receive. Current assessment and tracking show that some initiatives are helping pupils improve their writing and reading skills, but this effect is not yet seen everywhere or embedded to secure long-lasting improvements. The school is aware of this and is planning changes to the curriculum and teaching. The small number of pupils from different ethnic backgrounds makes similar good progress to their classmates.

Pupils thoroughly enjoy school, from the whole school singing in the hall to small groups of Reception children making a pretend bonfire like 'real gardeners do'. Pupils get on very well together and are keen to take on responsibilities at playtimes and in their own classes. They feel completely safe in school and know who to turn to for advice. They play a full part in school life and in the wider local community. The school council, however, is currently not functioning and this marginally limits pupils' voice in school affairs. The broader picture of their understanding of our multicultural country and beyond is not as clear as it might be. Pupils do, however, know exactly what healthy living is about and take part in many out-of-school sport clubs, supporting their understanding of diet and their personal and social development. Their good levels of

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basic skills and their ability to work in teams, together with their good attendance rates, support their development of workplace skills. They do not, though, have enough planned opportunities in the curriculum to follow aspects of enterprise to add to these skills.

*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>	2
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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Good teaching in more than half of the school gives support to the well-planned and interesting curriculum. Coherent overall planning brings together many different strands of learning in well-focused topics. These are put into effect well by teachers who gain and maintain the interests of pupils, through good planning, use of a wide range of resources and many well-planned visits and visitors. A science lesson in a Year 5/6 class made full use of pupils' enthusiasm and systematically built on their previous learning about seeds. Relationships overall are outstanding and there is a clear atmosphere of keenness in both pupils and teachers to 'get on with the job'.

Plans are already in place to make changes to the curriculum, placing more emphasis on the development of skills, together with further opportunities for independent learning.

<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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They will also be moving from a four- to a two-year cycle of topics. Enrichment of the curriculum, through links with other providers, specialist teachers and an extensive range of after-school clubs, is very good. Recent innovations in assessment have been put into effect well by some teachers, aiding their knowledge of what pupils know and can do. In a minority of classes, this has not been as successful, so that these teachers are not always planning carefully enough for pupils' next steps in learning, based on assessment information. In the same way, some teachers do not give pupils enough advice, in their marking, on how they might improve their work.

Pastoral care, on the other hand, is excellent, and is clearly part of the ethos of the school. This is not only seen in the school's care and support for its most vulnerable pupils, but in the good quality of its safeguarding procedures, including health, safety and risk assessments, all of which are robust and regularly reviewed. Key elements of training for all of these are in place and regularly updated. Staff with designated responsibilities ensure that there are excellent links to outside support agencies for both parents/carers and pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	3
<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>1</b>

**How effective are leadership and management?**

There is good overall leadership, prompted by the vision and drive of the headteacher, who seeks to embed ambition and drive further improvements forward. There is shared ownership of her vision, but as the timescale has been short, some aspects of school improvement, such as the use of assessment, are not fully in place. Monitoring of teaching has supported a number of teachers in improving their skills. Further monitoring and analysis of the school's performance through self-evaluation has left the school in a strong position to improve further. In nearly all of its judgements, the school's own views are very similar to those of inspectors. The governing body supports leadership and management well, knowing the school's strengths and areas for development. It is fast gathering its own information with which to challenge and support the school further in the progress it makes. Parents and carers speak of being well-informed by the school as communications are generally good. The school has made effective use of a number of partnerships to promote learning. It has good links with a local secondary school and with its local cluster of primary schools.

The school has made a satisfactory start in promoting community cohesion. It provides pupils with a growing awareness of their place and role within the school and in the

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local community. In this, it is particularly successful. However, it has not forged the same links with another school in a different setting in order to help pupils understand cultural diversity and extend their idea of citizenship. The school demonstrates a clear commitment to equal opportunities, as noted in the way that the small number of pupils from different ethnic backgrounds and those with special educational needs and/or disabilities make similar good progress compared to their classmates and are very well integrated into the school.

At the time of the inspection, safeguarding procedures were noted as thorough and well managed. All the required checks have been made and recorded. The school is rigorous in its health and safety checks, and first aid and child protection training are kept up-to-date.

*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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children get off to a flying start in their education in the Reception classes. The huge level of commitment and care shown by the Early Years Foundation Stage staff is evident in the relationships with local playgroups, nurseries and with parents and carers. As a result, children settle in quickly and immediately begin to learn. The levels of skills and knowledge shown by children on entry to the school are generally as expected for their age. However, elements of their language and understanding of the world are lower than that. Over the recent past, the progress children have made, and the standards they display when they leave to join Year 1, have increased year- on -year. Children now make outstanding progress, even in the areas for which they had difficulties on entry to school. Staff get to know the children very well and show



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exceptional care and support for them. They regularly make careful notes on their progress, capturing much with photographs. All of this is entered painstakingly into individual learning journals, which help staff plan next steps in learning and gives parents/carers a very accurate and often visual picture of their children's progress. This careful planning is used to create a very good balance between formal and creative work, always encouraging children to become independent learners. They were seen, as part of their Jack and the Beanstalk topic, visiting the allotment next to the school and questioning a gardener about how he grew vegetables. Children's high level of enjoyment creates excellent attitudes to work and a willingness to experiment in learning. The classrooms are stimulating and resources are used extremely well, overseen by the very able, knowledgeable and hardworking leader of this key stage. Learning moves seamlessly from indoors to outdoors, although this freedom is somewhat reduced by the outside area not being covered against bad weather. Leadership of the Early Years Foundation Stage has had a very positive impact in securing improvements to provision and outcomes. It has also ensured that teaching is regularly of a high order. New policies and practices are well established and the leader has worked tirelessly with her team to ensure continuing high performance in all aspects of the work they complete.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The return of questionnaires from parents and carers was high, although not all were completed fully. They were positive about the provision the school makes for their children. A very high proportion of those who responded felt that the school keeps their children safe, that their children enjoy school, that teaching is good and that the school helps children lead a healthy lifestyle. Overall, they were happy with their child's experience at school. A small minority, about 10%, were concerned that their children did not make enough progress, that the school did not meet the needs of their children and that their views and suggestions were not taken notice of by the school. The inspection agrees with the positive views of the parents and could not find evidence to support the negative views noted here.

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

Ofsted invited all the registered parents and carers of pupils registered at Upper Beeding 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 150 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	56	54	36	7	5	4	3
The school keeps my child safe	79	53	64	43	6	4	1	1
The school informs me about my child's progress	65	43	72	48	8	5	2	1
My child is making enough progress at this school	65	43	68	45	12	8	3	2
The teaching is good at this school	83	55	58	39	5	3	1	1
The school helps me to support my child's learning	62	41	73	49	11	7	2	1
The school helps my child to have a healthy lifestyle	62	41	79	53	6	4	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)	56	37	69	46	9	6	3	2
The school meets my child's particular needs	73	49	61	41	10	7	4	3
The school deals effectively with unacceptable behaviour	52	35	73	49	9	6	5	3
The school takes account of my suggestions and concerns	48	32	80	53	10	7	4	3
The school is led and managed effectively	65	43	73	49	7	5	4	3
Overall, I am happy with my child's experience at this school	84	56	56	37	5	3	4	3

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"> <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.**



13 March 2010

Dear Pupils

Inspection of Upper Beeding Primary School, Upper Beeding, West Sussex BN44 3HY

Thank you for your help when we visited your school for its recent inspection. You are justly proud of your school and sharing your views with us was very helpful. We all enjoyed ending the inspection listening to you sing your school song.

Here are some of the highlights we saw on our visit:

- You achieve well in your work overall, and reach high standards in mathematics and science.
- Your behaviour in school, especially in lessons, is exemplary.
- You know a great deal about keeping safe and healthy.
- Your teachers and other adults look after you extremely well.
- Your new headteacher and management team are making good progress in improving the school.
- The quality of the work carried out in the Reception classes is excellent.

The school now needs to:

- make sure that your progress and the standards you reach in English are as good as those in mathematics and science
- help you understand what it is like to be a child in other parts of the United Kingdom where customs and cultures are different from your own.

I am sure that you will continue to do your best to keep up your good levels of progress that you are making in your work.

Thank you again for such an interesting visit.

Best wishes for the future.

Yours sincerely

Gavin Jones

Lead Inspector

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