

Beechcroft St Paul's CofE VA Primary School

Corporation Road, Weymouth, Dorset, DT4 0LQ

Inspection dates

24–25 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- From starting points that are well below those expected for their age, pupils make good progress so that by the time they reach the end of Year 6, their attainment is broadly average.
- Teaching is good overall and consistently outstanding in Reception and Year 6.
- Pupils are extremely well supported by other adults in the classroom.
- Behaviour and safety are outstanding. Pupils are exceptionally well behaved and have exemplary attitudes to learning. They are very proud of the school and behaviour around the site is calm and well ordered. Pupils say they feel very safe in school.
- The curriculum is extremely vibrant with frequent enrichment opportunities. It makes an outstanding contribution to the development of pupils' spiritual, moral, social and cultural awareness.
- The school carefully tracks the progress of all pupils in English and mathematics. This information is used extremely well to identify any pupils who may be underachieving and additional support is quickly provided.
- The headteacher and dynamic leadership team have very high expectations and an uncompromising drive and enthusiasm. They make rigorous checks on the quality of teaching.
- Governors have close links with the school and know the school extremely well. They successfully support the school and ask staff probing questions about their work.

It is not yet an outstanding school because

- There is not enough teaching that is outstanding because in some lessons, pupils can find work too easy or too hard and teachers do not always check on pupils' learning regularly enough. When this is the case pupils' progress is not as good as it should be.
- Although marking is regular and most teachers give pupils ideas of how to improve, pupils are not given enough opportunities to judge their own successes or to respond to teachers' marking.

Information about this inspection

- The inspection team observed 18 lessons or part lessons, attended an assembly and listened to groups of pupils read.
- One lesson observation was carried out jointly with the headteacher.
- The inspection team scrutinised the 18 responses to the on-line Parent View survey, along with letters sent to inspectors and the returns from the school's own parental questionnaire.
- Meetings took place with staff, pupils and the Chair of the Governing Body, and telephone discussions were held with a local authority representative and the Vice-chair of the Governing Body.
- The inspection team observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and its development plan, behaviour, attendance and safeguarding documents.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Elizabeth Strange

Additional Inspector

Full report

Information about this school

- Beechcroft St Paul's is an average-sized primary school.
- The percentage of pupils known to be eligible for the pupil premium (extra funding to support pupils eligible for free school meals, those looked after by the local authority and those children from service families) is above average.
- The proportion of pupils from minority ethnic groups is well below average.
- There is a well below average proportion of pupils who are new to learning English.
- The percentage of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club run by the school.
- There is a pre-school on the school site, which is not managed by the governing body and is inspected separately.

What does the school need to do to improve further?

- Continue to improve teaching so a greater proportion is outstanding and pupils make more rapid progress by:
 - ensuring work is at precisely the right level for pupils of different abilities so it is not too hard or too easy
 - ensuring pupils have more opportunities to review their own work and to respond 'to next steps' in teachers' marking
 - using the outstanding teaching in the school to inspire and develop the expertise of teachers where teaching is less strong.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress across the school and achieve well in both English and mathematics.
- Pupils' progress is carefully checked. This information, together with work seen in pupils' books, and that displayed on classroom walls, confirms the consistently good progress that pupils are making.
- Children start in the Reception class with knowledge and skills well below those expected for their age. They make outstanding progress in all areas of learning by the time they enter Year 1.
- Pupils continue to make good progress, so by the end of Key Stage 1 their attainment is average in reading, writing and mathematics. In 2012 a higher proportion of Year 1 pupils achieved the standard expected in the phonics (the sounds that letters make) check than in other schools.
- Pupils make good progress in their early reading because the teaching of phonics is effective. Older pupils have a wide range of books in school and enjoy reading. The best readers are fluent and read with expression. They are developing opinions about favourite types of books and authors. Less confident readers are well supported in small-group and individual sessions.
- The progress of pupils currently in the school is accelerating rapidly due to well-targeted staff training and an increase in the rigour of the school's checks on the quality of teaching and pupils' performance. School records, work in pupils' books and evidence from inspection show that current Year 2 and Year 6 pupils are on track for improved outcomes when compared to achievement in previous years.
- Disabled pupils and those with special educational needs, and those who speak English as an additional language, all achieve extremely well. They receive timely and well-focused support from teachers and teaching assistants.
- Actions, such as additional one-to-one and small-group support, have been taken to raise the achievement of pupils eligible for pupil premium funding so that it matches that of other pupils. Consequently, the gap in achievement between these pupils and other pupils in the school is closing when measured by average point scores at the end of Key Stage 2. School checks show the gap is continuing to close.

The quality of teaching

is good

- Teaching over time is consistently good with much that is outstanding. Strengths of teaching are the clear routines in lessons and the positive relationships between teachers and pupils. Teachers have good subject knowledge and they explain clearly to pupils what lessons are about, linking learning with what pupils have learnt previously.
- In the best teaching, for example in a Year 6 mathematics lesson on fractions, there was a wide range of activities for pupils, sharply matched to different ability levels. The teacher skilfully checked on learning throughout the lesson, adapting tasks and carefully questioning pupils to ensure they made fast progress.
- Teaching is not outstanding because planning is sometimes not precise enough. Although teachers prepare different levels of work for pupils in the class, some pupils still find some work too easy or too hard and teachers do not always check on pupils' learning regularly enough and change their teaching if pupils' progress starts to slow.
- In the best lessons pupils have opportunities to review their own and each other's work, which means they can judge when their learning is successful, and then think about what improvements can be made. However, this is not a regular feature across the school.
- Books are marked regularly with positive comments to help pupils improve their work. However, not all marking gives pointers for improvement or 'next steps' and pupils are not given enough opportunities to respond to teachers' marking.
- Disabled pupils and those with special educational needs receive extra help from teachers and

other adults in lessons and in small groups to help them with their work. Adults use questioning well to guide these pupils through tasks and activities, helping them to understand their work and make good progress.

- Pupils eligible for pupil premium funding receive high quality additional support both in class, in small groups and individually. This support effectively helps them with their learning and emotional and social development.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are outstanding and pupils are extremely keen to complete tasks and activities. They are very supportive of each other in lessons and work well on their own, with a partner or in groups. Pupils say behaviour is good in lessons. They understand that very occasionally some pupils find behaving well more difficult and say that adults deal with any rare problems quickly and effectively.
- Behaviour around the school site is exemplary. Pupils are very sensible and manage their behaviour very well.
- Pupils say they feel very safe and secure. They know about different types of bullying, for example cyber bullying and racism. They feel confident that they can talk to staff and are listened to. They say bullying is not an issue in the school and are very positive about the behaviour of the majority of pupils in school.
- The vast majority of parents responding to Parent View and the school's own survey say behaviour is well managed in school. The school's behaviour log shows there have been reduced numbers of incidents over the last few years, due to highly skilled and consistent behaviour management, and confirms the accuracy of parents' and pupils' views.
- Pupils are keen to take on a wide range of responsibilities in school, including the Year 5 pupils' weekly 'buddy' sessions with partner children in the Reception class. Year 6 pupils are proud of the excellent job they do as peer mediators in the playground.
- Pupils are very respectful and courteous to each other and adults. The school successfully promotes good relationships and ensures discrimination of any kind is not tolerated. Pupils are very proud of their school and say they really enjoy being there.
- Attendance has improved since the last inspection and is now average.

The leadership and management are outstanding

- Leadership in the school has been widened, with three assistant headteachers ably supporting the experienced headteacher, to ensure that the school does its best for every child. This leadership team knows the school very well and has accurately identified strengths and areas for improvement. School improvement plans are keenly focused on key priorities for improvement. This is successfully leading to rapid improvements in teaching with the consequent marked acceleration in the progress of pupils currently in the school, and demonstrates that the school has the capacity to improve further.
- Performance management procedures are very thorough. These are based on the priorities identified for the school as well as specific areas for members of staff. The school uses a range of evidence including full lesson observations, learning walks, pupil progress data and pupils' views to ensure it has a comprehensive view of teaching in the school. Teachers are only paid more if they meet their targets, regularly teach well and their pupils make good progress.
- The rich and creative curriculum meets the needs of all groups of pupils exceptionally well and makes an outstanding contribution to their spiritual, moral, social and cultural development. The wide range of enrichment activities, including the school's annual 'World Week', a close relationship with the church and links with a school in Kenya mean that pupils are very well aware of their place in the world and well prepared for the next stage in their education.

- The well-managed Breakfast Club provides a very positive start to the day for those pupils who attend.
- The school is committed to equal opportunities and discrimination in any form is not tolerated.
- The local authority provides light touch support to the school, because it has confidence in the school leadership and its ability to ensure a high quality education.

■ **The governance of the school:**

- The governing body is outstanding and has developed very well through training and close work with the school. Governors spend time regularly in school and give good support and appropriate challenge to school leaders. They keep a close check on the quality of teaching, and very effective performance management systems are in place to ensure that teachers and the headteacher fully meet their responsibilities and targets. Rewards are in place for good and outstanding performance and there are systems for tackling underperformance should it occur. The governing body regularly evaluates data on pupils' achievement to check that all groups achieve equally well. It has discussed how pupil premium funding should be spent and has reviewed the difference this has made to the progress of these pupils. It has an excellent and accurate understanding of the school's performance and how it compares to schools nationally. The governing body ensures statutory duties are met, including safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	134077
Local authority	Dorset
Inspection number	413231

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Julia Moore
Headteacher	Sarah Sprague
Date of previous school inspection	10–11 June 2009
Telephone number	01305783500
Fax number	01305785286
Email address	office@beechcroft.dorset.sch.uk

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