

Beaconsfield Primary and Nursery School

Inspection report

Unique Reference Number	101878
Local Authority	Ealing
Inspection number	307834
Inspection dates	15 July 2008
Reporting inspector	John Earish

Type of School	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	246
Appropriate authority	The governing body
Chair	Mr J Sidhu
Headteacher	Mr D Woods
Date of previous school inspection	16 November 2004
School address	Beaconsfield Road Southall UB1 1DR
Telephone number	020 8574 3506
Fax number	020 8843 9441

Age group	3-11
Inspection Date(s)	15 July 2008
Inspection Number	307834

(c) Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school. The inspector looked particularly at the opportunities for pupils to use their initiative and work independently as well as the effectiveness of school managers at sustaining improvements in standards and progress. The inspector met with staff, governors and pupils. Parts of some lessons were observed. Parents' questionnaires and a sample of pupils' work were examined and school information, including self-evaluation, was scrutinised. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This average sized primary school serves a culturally diverse area of Southall. Almost all of the pupils are from minority ethnic groups and are an early stage of learning English. Mobility is high including an increasing number of refugee and asylum seeking families. The proportion of pupils with learning difficulties and/or disabilities is above that found nationally. The proportion of pupils eligible for free school meals is well above average. The school provides Family Learning workshops and courses as part of the North Southall Extended Schools Partnership.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This school is providing a good quality of education for its pupils, and is continuing to improve at an impressive rate. One of the pupils commented, 'You learn a lot and it's always interesting and fun. Teachers want you to do well and help you do your very best'. Parents agree, and are overwhelmingly positive about their children's education.

Standards are now broadly average overall by the age of 11 years. This represents good progress from pupils' very low starting points. It also represents very good improvement since the last inspection, when standards were significantly below average overall. In addition, standards in reading, writing and mathematics at age 7 years show considerable improvement this year particularly at the higher level 3. The most recent information on the tracking of pupils' progress across the school confirms that sustained improvement continues.

Pupils are achieving well because teaching is of consistently good quality. Teachers' good use of assessment information when planning work for their pupils ensures that they have clear expectations of what each pupil can achieve. The tasks planned have a clear purpose and are matched well to pupils' varying needs and abilities. There are good opportunities for pupils to work independently, show initiative and develop personal responsibility for their own learning. This represents good improvement since the last inspection. However, the school recognises the need to develop further the higher-level questioning skills of some teachers so that they challenge pupils more consistently, develop the pupils' own critical skills and further accelerate their progress.

Pupils' personal development is outstanding because they are exceptionally well cared for at school and as a result feel secure and happy, a view shared by the parents. They enjoy coming to school very much, take great pride in all that they do and have high aspirations of what they can achieve. Pupils treat each other with great respect, behave exceptionally well and thoroughly enjoy using their initiative and working independently. They are fully aware of the importance of healthy eating and staying fit and participate eagerly in the wide range of clubs the school offers such as cricket, netball and yoga. Pupils feel their opinions are valued and that teachers are keen to hear how to improve the school through the work of the very active school council. Levels of attendance, previously unsatisfactory, are also rapidly improving and satisfactory overall. This is further evidence that pupils now enjoy coming to school.

The support, care and guidance of pupils are of a high standard, actively promote equality and raise self-esteem. Pupils say they feel safe from bullying and know that adults will quickly deal with any worries or concerns they may have. They understand their targets, are very clear about how well they were progressing and are able to identify for themselves how to improve their work. Indeed, some of the older pupils were able to explain clearly and accurately how to improve their level 4 writing into the higher level 5. The work of the deputy headteacher is enabling the school to reach out to parents through family learning workshops, to encourage them in their own personal development as well as assisting them in fully supporting their children's learning. This high quality provision is helping all groups of pupils to play a full and active part in school life whatever their culture, religion or background.

The curriculum is of good quality with some outstanding features. It meets the basic academic needs of different groups of pupils well, and supports their social and personal development extremely well through initiatives to raise their self-esteem and encourage healthy living and staying safe. Teachers are increasing the opportunities for creativity and enjoyment by making links between subjects in order to raise standards further. However, this work has yet to be completed.

Leadership and management are good overall. The headteacher, appointed two years ago, has shown outstanding leadership in enabling the school to meet the needs of a changing community. He has done this by building a senior management team which shares a common sense of purpose. This has resulted in careful and detailed monitoring, effective self-evaluation and actions to sustain improvements to standards and achievement. Subject coordinators monitor their areas of responsibility well. Less experienced leaders are receiving good quality support to increase their

impact on the quality of learning as well as the rate at which pupils make progress. The chair of governors has an excellent knowledge and understanding of the issues facing the school. The governors are increasingly involved in monitoring the work of the school and in its strategic management. There is good capacity to secure further improvement.

Effectiveness of the Foundation Stage

Grade: 2

The quality of education in the Nursery and Reception classes is good. It is a happy and stimulating place where children make great strides in their learning. Children start school with skills and abilities that are exceptionally low. They make good progress because teaching is of good quality but very few reach the goals set for the end of the Reception year. There is a good range of structured opportunities for children to develop their knowledge and skills both indoors and out. Adults give them just the right mix of support and independence. Teachers work extremely well with parents and consequently they are confident that their children are cared for well. For example, the school has recently introduced the 'Keeping up with the Children' programme in several community languages including Somali, Urdu, Punjabi & Tamil. This has dramatically increased the number of parents volunteering to work in the Foundation Stage. There is already a waiting list for admissions to the Nursery, and the Reception class is over-subscribed.

What the school should do to improve further

- Develop the higher-order questioning skills of teachers so they can consistently challenge pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness in the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interest of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Letter to pupils explaining the findings of the inspection.

24 July 2008

Dear Pupils

Inspection of Beaconsfield Primary and Nursery School, Southall, UB1 1DR

Thank you for welcoming me to your school during my recent visit. I found you polite, very well behaved and very willing to speak about your school. You go to a good school. I also feel that in many areas your school is outstanding. This means that it does some things very well indeed.

You told me that you feel safe in school, and that the adults listen very carefully to what you have to say and sort out any problems or concerns you might have. You also told me that you find the lessons fun and usually challenging. The teaching in your school is good and often better, and it means that, together with your very positive attitudes to work, you make good progress.

The adults are always looking at ways to improve your learning. To make it even better, I am asking your teachers to make sure that they build even more challenge into their questioning. This will help you to think more clearly and critically about your tasks. For example, I was particularly impressed when some of the older pupils gave their views about effective ways of reducing knife crime. They were able to explain their ideas and provide convincing reasons to support their arguments. I will be asking your teachers to give you even more opportunities to work in this way so that you are able to think clearly and objectively in all that you do.

I am sure that you are ready for this challenge! I know that you will continue to work hard and I am sure that you will help your teachers to make your school even better.

You can all help by continuing to work hard and to meet the targets set for you.

I hope that you have great success in the future.

Yours sincerely,

John Earish
Lead Inspector

