

# Beaconsfield Primary and Nursery School

Beaconsfield Road, Southall, London, UB1 1DR

**Inspection dates** 6–7 December 2012

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

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good and pupils make good progress in the school. Achievement in English is strong so that, by the end of Year 6, pupils reach above average standards.
- Teachers have high expectations and plan lessons well using well planned resources. They use additional adults effectively which help pupils make good progress.
- Behaviour is outstanding and pupils feel extremely safe. They have very positive attitudes to their learning, enjoy coming to school and, as a result, attendance is above average.
- Disabled pupils and those who have special educational needs make good progress. The resource base is well managed and pupils who attend it achieve well.
- Governors provide clear direction and effectively hold the school to account. They have a good understanding of the school's finances and the quality of teaching.
- The headteacher is ambitious for the school and pupils. His drive has led to improvements in teaching and achievement since the previous inspection. He is well supported by an effective team of senior and middle leaders.
- Provision in the Early Years Foundation Stage is good, enabling these children to get off to a good start in their learning.

### It is not yet an outstanding school because

- More able pupils do not always receive work that challenges them to make faster progress, especially in mathematics.
- Pupils do not always have sufficient time to reflect on teachers' comments about their work.

## Information about this inspection

- Inspectors observed 18 lessons, of which one was a local authority music lesson and five were joint observations with the headteacher.
- Meetings were held with staff, pupils, parents and carers, members of the governing body and representatives from the diocese and the local authority.
- Inspectors looked at the school’s work, information about the achievement of pupils, behaviour and safety records, attendance documentation, development planning and the school’s self-evaluation.
- Inspectors took into account the eight responses to the on-line questionnaire (Parent View).

## Inspection team

Emma Merva, Lead inspector	Additional Inspector
Crystal Gail Robertson	Additional Inspector
Alan Jones	Additional Inspector

## Full report

### Information about this school

- The school is larger than most primary schools.
- Pupils come from mainly Pakistani, Somali and Indian heritages. An above average proportion of pupils speaks English as an additional language, many of whom are at the early stages of learning English.
- The proportion of disabled pupils and those with special educational needs who are supported at school action, school action plus and those with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, including those those eligible for free school meals and those in local authority care, for whom the school receives additional income, is above average.
- The school has resourced provision for pupils with special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the rate of progress for higher ability pupils in mathematics across the school by:
  - ensuring that pupils are consistently provided with challenging work to enable them to achieve the highest levels.
- Increase the proportion of outstanding teaching so that more pupils make accelerated progress by:
  - improving the marking of pupils' work, giving pupils the time to reflect on corrections and guidance by the teacher to ensure that they have taken the advice and it is always followed.

## Inspection judgements

### The achievement of pupils is good

- Children join the school in Early Years Foundation Stage with skills that are generally below those expected for their age. They make good progress so that by the end of Year 6 attainment is above average in English. Attainment in mathematics is average. Parents and carers comment that their children make good progress in school. However, pupils' progress in mathematics is not as high as in English and not enough more able pupils make more than expected progress as the work set for them in lessons is not always hard enough.
- Disabled pupils and those with special educational needs, including those at school action plus and in receipt of a statement, make good progress. This is as a result of targeted resources, such as small group support given by well-trained additional adults.
- Pupils in the resource base make good progress because of dedicated one-to-one support. For example, in a Year 5 mathematics lesson, pupils worked well together working out fractions because of the use of one-to-one support.
- By the end of Year 6 standards in reading are above average, with many pupils making more than expected progress. This was seen in a Year 6 English lesson where pupils were fluently reading aloud and were able to sound out more sophisticated words. As a result of well guided questioning, pupils could extract information from the text and describe the characters in detail.
- Pupils from Pakistani, Somali and Indian heritages and those new to learning English make good progress. For example, in a Reception lesson, children developed good speaking skills. They could sound out words beginning with 'w', such as wag and win, because of effective questioning and good use of pictures and words.
- Pupils who are eligible for the pupil premium also make good progress. The funding is being effectively used to provide extra lessons, for example in reading and writing. The targeted use of this money is ensuring that the average point scores for this group of learners are improving steadily when compared to pupils nationally.

### The quality of teaching is good

- Parents and carers say that their children are taught well. Teaching is improving and is typically good, and increasingly outstanding. This high quality teaching is characterised by effective planning, good use of additional adults and high expectations of pupils.
- Teachers use marking to check how well pupils are doing and to provide good quality feedback on what they need to do to improve. However, what is less well developed is the use of the teachers' comments by the pupils to improve and reflect on their work. Teachers do not always check to see if the guidance has been followed up by pupils so that it makes a difference in their work.
- In better lessons, pupils are highly motivated, particularly when there is a strong emphasis on speaking and listening and a variety of different activities. For example, in a Year 5 English lesson, pupils were highly motivated and made rapid progress while telling their own interpretation of the *Little Red Riding Hood* stories.
- Teaching of reading is good and helps pupils to achieve above average standards by Year 6. Pupils read widely and build on their basic skills taught the Early Years Foundation Stage well. They change their reading books regularly and say they enjoy reading.
- Disabled pupils and those who have special educational needs, including those in the resource base, have their needs and progress tracked well. Consequently, they receive good quality support from additional adults and lessons are well planned to ensure all pupils can take a full part in their learning.
- In the Early Years Foundation Stage teaching is good and lessons are very motivating. Children play well together and are able to make confident choices about their own learning. For example, in a Nursery lesson children were working in the outdoors and making purposeful

choices about their activities. They were able to choose which toys to play with and when to use the outdoor area.

### **The behaviour and safety of pupils** are outstanding

- Pupils are really enthusiastic and have very positive attitudes to learning. They get on extremely well together and undertake work with high levels of motivation. For example, twice a week pupils take part in a whole school sporting activity. During the inspection a whole school power-walking session was observed. Pupils tackled this activity exceptionally well, working in class teams, listening to teachers and showing courtesy and respect for each other.
- All adults in school manage behaviour very effectively by using the school's behaviour systems well. Pupils are mature and behave particularly well, even when adults are not nearby. They are keen to take on responsibility, such as roles on the school council.
- Pupils say that they feel tremendously safe at school. They have an excellent understanding of bullying and how to keep themselves safe and free from harm, for example whilst using the internet. They say that they have confidence in adults to sort out any problems that may arise.
- Attendance is above average and pupils are very punctual. As several pupils commented, 'We do not want to miss any school because it is fun and we love it.'
- Parents and carers also report that they feel that their children are well looked after, cared for and feel that bullying is rare.
- The school is a very happy place to be and, as a result, pupils from all cultures and backgrounds get on very well together. For example, while preparing for an assembly, Year 1 pupils supported each other well by rehearsing what they were going to say to the rest of the school.

### **The leadership and management** are good

- The headteacher has successfully created a clear vision for the school, focused on raising pupils' achievement, which is supported well by all staff. Whilst leaders at all levels have a good understanding of the strengths and areas for development, they are increasingly developing and widening their roles and responsibilities to secure an even more effective leadership team. Consistently good teaching has been maintained since the last inspection and attendance has improved. This demonstrates the school's capacity to improve further.
- The school works well with parents and carers and has a thorough understanding of their needs. For example, the school provides regular Stay and Play sessions so that parents can learn how to set up play activities and learn with their children. This has been welcomed by parents and carers, who feel that the school is a positive place for learning.
- The school has a very strong commitment to equal opportunities and tackles discrimination well for all of its pupils. Their progress is checked regularly. Pupil premium funding is used well to provide additional support for any pupil who might be falling behind. The school works exceptionally well with outside agencies and the local authority and provides support for any pupils whose circumstances may make them vulnerable.
- Arrangements for teachers' performance management are vigorous and closely linked to salary progression. Senior leaders and governors scrutinise teaching particularly thoroughly and check the extent to which improvements in teaching are leading to rising standards that pupils reach. All teachers have performance targets that are directly linked to accelerating pupils' progress. Leaders at all levels are currently focused on increasing the proportion of outstanding teaching in order to achieve this.
- The curriculum is exciting and highly engaging, with special events which are highly enjoyed by pupils, such as citizenship week which included the use of projects in design and technology. It promotes spiritual, moral, social and cultural education very well. The specialist teaching of French promotes a strong contribution to pupils' cultural education.

- The Early Years Foundation Stage is well managed and there is a good balance between adult-led and child-initiated activities.
  - Safeguarding meets current government requirements. All staff have undergone training at the required levels.
  - **The governance of the school:**
    - The governing body has a good comprehension of the strengths and areas for development of the school. The governors understand pupil progress information and how the school compares to other schools. They provide challenge and support for the senior leaders and are very involved in planning ahead for the future of the school. For example, the governing body has been fully supportive in starting to prepare middle and senior leaders for further posts of responsibility in their succession planning for the school. The governors ensure that the schools finances are well spent and have a good understanding of how the school spends pupil premium to give additional literacy support for those that are falling behind. Governors have attended safeguarding training events so that they can ensure robust procedures are in place which meet requirements. They know about the quality of teaching and ensure that teachers' performance is well managed in school.
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## 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	<p>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.</p> <p>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.</p>

## School details

<b>Unique reference number</b>	101878
<b>Local authority</b>	Ealing
<b>Inspection number</b>	402864

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Sidhu
<b>Headteacher</b>	David Woods
<b>Date of previous school inspection</b>	15 July 2008
<b>Telephone number</b>	020 8574 3506
<b>Fax number</b>	020 8843 9441
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