

# North Beckton Primary School

Harrier Way, Beckton, London, E6 5XG

## Inspection dates

4–5 December 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Leaders, managers and governors have not sustained the high levels of achievement found at the time of the previous inspection. Pupils' progress across year groups is too variable because teaching is not typically good.
- Attainment in Key Stage 1 has declined over time. In 2014, results overall were much lower than in other schools. Throughout the school, pupils find it hard to read with fluency and understanding.
- When writing, pupils do not consistently apply their knowledge of grammar, punctuation and spelling, taught in separate lessons, to their work. Not all teachers spell correctly when writing notices or guidance for pupils to read.
- Teachers do not explain sufficiently to pupils what they are going to learn. The work set for the most able does not challenge them to achieve highly.
- Teachers' marking does not explain fully how pupils can improve, or act on their feedback. Some pupils, mostly boys, do not behave well. They interrupt their own learning and that of their classmates. They do not always take pride in the presentation of their work.
- Activities that children in the early years do outside the classroom do not offer sufficient challenge to extend learning.
- Leaders and managers do not use national and the school's own data effectively enough to identify and plan for key priorities for improvement that enable pupils to make faster progress.
- Subject and other leaders do not have sufficient time to carry out their roles, and do not check the quality of teaching rigorously.
- Vacancies on the governing body mean there is a lot of work for a small number of people. Governors have not offered sufficient challenge and support to senior leaders.

### The school has the following strengths

- The diverse nature of the community is celebrated and prepares pupils well for life in modern Britain.
- Pupils are extremely considerate and caring towards those with profound and multiple learning difficulties.
- Visits out and visitors to the school do much to broaden pupils' horizons.
- Children in the early years are well prepared for their work in Year 1.
- Pupils' art work and singing are high quality.

## Information about this inspection

- Inspectors observed 24 parts of lessons, four of which were observed jointly with the headteacher and members of the senior leadership team. During lessons inspectors looked at pupils' work in their books and on display around the school.
- Pupils' work was also reviewed jointly with a member of the senior leadership team.
- Inspectors heard pupils read, spoke to them about their views of the school, and attended two assemblies.
- Meetings were held with senior leaders, managers and those with whole-school subject responsibilities, a representative from the local authority and two representatives of the governing body.
- Inspectors met with some parents when they brought their children to school, and considered the responses of 45 parents who responded to the on-line survey Parent View over time. They also took into account 42 responses to staff questionnaires.
- Documents reviewed include records of pupils' progress, the school's view of its own effectiveness, the improvement plan, arrangements for pupils' safety, behaviour and attendance, and the minutes of governors' meetings.

## Inspection team

Kath Beck, Lead inspector	Additional Inspector
Jo Curd	Additional Inspector
Tom Panagiotopoulos	Additional Inspector

## Full report

### Information about this school

- The school is much larger than most primary schools nationally. Since the previous inspection the number on roll has increased by 150 pupils. There are three classes in Reception, Years 1 and 2, and two in Years 3 to 6. A new building houses older pupils, while the Reception children have moved to a different area in the original building.
- Children in the 52-place Nursery attend either in the morning or the afternoon.
- A high number of pupils come from many different minority ethnic groups. Over two thirds speak English as an additional language. One quarter of pupils come from other White backgrounds, mostly from Lithuania.
- The proportion of disabled pupils and those with special educational needs is above the national average. The school has a resource unit for 12 pupils with complex medical, profound and multiple learning difficulties. There are 10 on roll and they are always taught alongside their peers in class.
- The proportion of disadvantaged pupils supported by pupil premium is above the national average. Pupil premium funding is additional money for pupils known to be eligible for free school meals or who are looked after.
- The school meets the government floor standards which set the minimum expectations for pupils' attainment and progress.
- The school runs its own breakfast and after-school clubs.
- The headteacher is a national leader of education, and two members of staff are specialist leaders of education. The school leads the North Beckton Teaching School Alliance. This is a group of schools who work collaboratively to improve schools within and beyond the alliance.
- A professional artist works with pupils one day a week, and music is taught by a specialist.
- At the time of the inspection 19 post graduate certificate of education students were on a six week placement in the school.

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

- Improve the quality of teaching so that it is typically good or better, and increase the rate at which pupils progress, by making sure that:
  - teachers ensure pupils have a clear understanding of what they are to learn and achieve in each lesson
  - teaching engages pupils, especially boys, fully in their learning, and they take pride in presenting their work to a high standard
  - pupils develop and use a wide range of vocabulary, and use it to improve their writing
  - staff working with pupils with profound and multiple learning difficulties have secure knowledge, and the resources needed to support learning
  - adults always spell correctly when writing notices or other guidance for children to read
  - in the early years, staff offer increased challenge in the activities that children undertake on their own and outside
  - teachers explain in their marking how pupils can learn from their mistakes, and ensure the advice is followed in future work.
- Raise achievement in reading and writing by ensuring that pupils:
  - gain the range of skills they need to develop fluency and comprehension in their reading
  - read widely across a range of genres
  - who are more able or disadvantaged receive work in these subjects that is at the right level of difficulty so that all achieve as well as they can
  - apply the skills gained in spelling, grammar, and punctuation consistently to their written work across all subjects, and develop a good style of joined handwriting.
- Improve leadership and management by:
  - analysing and using data effectively to identify key priorities to raise achievement overall and across year groups, and allowing subject and other leaders time to carry out their roles effectively
  - sharpening the school improvement plan so that it makes clear how the priority actions will raise pupils'

achievements, and how the improvements will be measured

- monitoring the quality of teaching more rigorously for its impact on pupils' learning
- strengthening governance in the school by filling vacancies and raising governors' skills in challenging and supporting the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement because the school is not as effective as it was at the time of the last inspection. Leaders, managers and governors are ambitious for pupils to do well, but they have not used information from national and the school's own data well enough to sustain pupils' previously high level of achievement across all subjects.
- The progress of different groups of pupils is not reviewed often enough to identify whether they are falling behind or if they need individual support. Support groups for pupils finding it hard to learn to read have been reorganised recently and are more effective, but the more able pupils throughout the school are not challenged sufficiently to achieve highly. The school has yet to decide how to assess pupils' progress in the revised National Curriculum.
- Through their self-evaluation, senior leaders have rightly set out the subject areas that need development in the school improvement and subject action plans. However, the plans lack the detail to show precisely what is to be done to raise achievement and the intended impact of planned developments on pupils' attainment and progress.
- Teaching within each year group is not enabling pupils to make consistently good progress as they move through the school. The quality of teaching is checked regularly, but some senior leaders focus more on what teachers are doing rather than the impact on pupils' learning over time. Systems that link teachers' pay to pupils' progress are not rigorous enough. Senior staff, however, draw on the skills and many training opportunities available in the Teaching Alliance Schools to tackle underperformance.
- Some senior leaders, including those with whole-school subject responsibilities, contribute to the work of the alliance. This, together with their full-time class responsibilities, means their opportunities to monitor pupils' progress and raise achievement, especially in reading and writing, are reduced. Leadership in the Early Years Foundation Stage, however, raised attainment significantly for children aged five in 2014.
- Pupil premium funding has been used well to close the gaps between the attainment of disadvantaged pupils and others in Key Stage 2. Additional sport funding has been used appropriately to broaden the range of sports available to pupils, to raise teachers' skills in teaching physical education and increase opportunities for pupils to participate in inter-school competitions.
- Additional funding for pupils with profound and multiple difficulties and others with special educational needs is used effectively to provide the support they need. Provision for those with English as an additional language has a good impact on their learning. They reach the levels expected of them at age 11.
- Pupils' attendance is monitored robustly. In 2014, senior staff were particularly successful in increasing the levels of attendance, so that more pupils attend regularly.
- The school places strong emphasis on equality of opportunity. Pupils with profound and multiple learning difficulties participate in much of what the school has to offer. The range of subjects taught, including philosophy, promotes pupils' spiritual, moral, social and cultural development well. Specialist teachers enhance the talents of pupils with exceptional skills in art. The diversity of the community is celebrated wholeheartedly. Pupils learn a great deal about different faiths. This makes an important contribution to their preparation for life in modern Britain.
- Many visitors, visits out and extensive use of the school's grounds enrich pupils' learning experiences of the world around them, broadening their horizons.
- Parents who spoke to inspectors and who completed the on-line survey, Parent View, have mixed views about the school. While some are confident in the school's provision, others do not believe their child makes good progress. Reports to parents are informative about their child's learning in each subject, and the areas they need to work on to improve. They do not all show how their child is performing in relation to pupils in other schools nationally.
- On the basis of its previous high quality performance, the local authority has adopted a light touch approach to this school.
- **The governance of the school:**
  - Governance is not as effective as it should be. Currently, there are four vacancies on the governing body. Some newly appointed governors are inexperienced. While they have undergone training in how to carry out their role, they are not yet using their skills to best effect.
  - Governors visit the school often and meet with senior leaders about developments in their subject. However, they do not have in-depth understanding of available data on the school's performance, or how the school compares to other schools nationally. As a result, their contribution to the school's self-evaluation and improvement plan is limited. Governors have not challenged the school sufficiently about

its declining levels of achievement in Key Stage 1, and pupils' progress between Key Stage 1 and Key Stage 2.

- Governors have recently updated the teachers' pay and performance policy. They know that there are links between pupils' progress and teachers' pay, but are not fully aware of how good teaching is rewarded or how underperformance is tackled. They visit the school often, but are too reliant on senior leaders for information, including evaluations of the quality of teaching.
- Governors contribute to decisions about the way in which additional finances to support pupil premium and improve the quality of teaching in physical education are spent. They do not check the impact of this spending on pupils' achievements. They review the budget termly to ensure that it is allocated appropriately.
- With the high number of pupils from different backgrounds or with learning difficulties, governors work closely with senior leaders to ensure that all staff promote equality of opportunity, tolerance and respect for all. The school's arrangements for safeguarding meet statutory requirements.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement.
- In some lessons pupils, especially boys, do not behave as they should. They interrupt their own learning and that of their classmates. They talk while the teacher is talking, call out, and do not respond to their teacher's requests to behave well and listen carefully. In addition, they chatter to their friends when they should be working. At lunchtime and during breaks from lessons, pupils are well behaved, enjoy conversations with their friends and adults, and play happily together.
- Not all pupils show consistently good attitudes towards their learning. Activities do not always engage them in wanting to learn, and they complete too little work in the time available. While some pupils take pride in setting out their work neatly, many books are untidy, making it hard for others to read their work. Art work, however, shows immense pride, care and attitudes that enable high standards of attainment.
- Some pupils with exceptionally challenging behaviour because of their special educational needs are supported effectively to overcome their difficulties and take responsibility for the way they behave.
- Pupils with profound and multiple learning difficulties are not always engaged in their learning. This occurs in group sessions when they have to wait too long for their turn to contribute. In music they are motivated and eager to participate, and enjoy sharing their learning with their classmates.
- Attendance has been low for some years, but is now average. A robust approach over the past year has helped pupils to attend regularly. This increased level of attendance has yet to have an impact on pupils' achievements overall.

### Safety

- The school's work to keep pupils safe and secure requires improvement.
- The school and local authority check the suitability of staff to work in the school, but records are sometimes not as well coordinated as they should be.
- School logs show, and pupils say, that name calling, racist incidents and bullying are rare. Pupils care a great deal for those who are less fortunate than themselves.
- Through the curriculum, staff ensure that pupils know how to stay safe in a variety of situations, including when on the internet or if they are concerned about bullying.
- Trips out are risk assessed, and visitors checked to ensure they are suitable.
- The school works closely with a variety of professionals to keep pupils safe in school, and when they are in the community.

## The quality of teaching

## requires improvement

- Teaching requires improvement because the activities chosen by staff do not always capture pupils' interest and motivate pupils to work hard. Expectations for the more able pupils throughout the school are not high enough in reading and writing.
- Staff do not enable pupils, including those who speak English as an additional language, to develop the necessary breadth of vocabulary to use in their writing to achieve highly. Nor do they insist that pupils use essential skills learned in literacy in all aspects of their work. They seldom require pupils to present their

work neatly, use a joined script or complete a good amount of work during each lesson.

- In Reception and Years 1 and 2, pupils acquire appropriate knowledge of the sounds letters make. However, not all gain the additional skills they need to develop fluency in reading so that they can fully understand the text. Pupils say that they do not read a wide range of materials, read to an adult or change their books often enough. Methods selected by specialist and additional staff are enabling pupils who find reading difficult to make better progress this year.
- Mathematics is mostly taught well. Pupils gain a good grasp of numbers and calculate confidently. In the younger classes, teachers provide pupils with a good range of resources to develop their understanding. They do not correct pupils sufficiently when they write their numbers incorrectly.
- Teaching for pupils with profound and multiple learning difficulties, and those with special educational needs is variable. Not all teachers know how to prepare work well enough for these pupils in class. Teaching assistants do not always have secure knowledge, or the resources to help these pupils to learn well when they work with them on their own or in small groups.
- Pupils' work is marked regularly, but teachers do not give pupils enough guidance about how to improve it, to correct errors and to make faster progress. In writing, teachers sometimes reinforce errors by not correcting misconceptions about the structure of a sentence. On occasion, pupils act effectively on teachers' comments. Teachers do not often check that they have followed the advice and improved their work.
- Additional teaching assistants provide effective support for pupils who speak English as an additional language, and those requiring support for their behaviour.

### The achievement of pupils

### requires improvement

- Pupils' attainment in Year 6 has been broadly average in reading, writing and mathematics for several years. Pupils do not build up a range of skills systematically enough across year groups. This means lower and higher attaining pupils in Year 6 need to attend additional sessions at lunchtime or after school to fill gaps in their knowledge, skills and understanding. Pupils' poor levels of attendance over the years have impacted negatively on their achievements. In addition, the behaviour of some pupils holds back their learning.
- Attainment at the end of Key Stage 1 has declined over the past few years. In 2014, pupils' attainment in Year 2 was low in reading. Few pupils reached the higher level of attainment. There is a strong focus on pupils knowing the sounds letters make. Consequently, when trying to read new words, they spend considerable time sounding out the letters and their reading lacks fluency and understanding. This is also true for some older pupils.
- Attainment in writing is affected by the difficulties pupils encounter in applying their skills in grammar, punctuation, spelling and handwriting. Activities are not explained clearly enough and pupils do not have a sufficiently rich range of vocabulary to write well.
- The most able pupils attain well in mathematics. Some reached levels typically found in secondary schools. None of them reached this level in reading and writing.
- The progress of pupils supported by pupil premium in Key Stage 2 in reading is not as fast as it is in writing and mathematics. In school they are two terms behind their classmates in mathematics and writing, and half a term in reading. This gap is narrower than found in previous years and is also narrower than that found between all pupils aged 11 nationally.
- The progress of pupils with profound and multiple learning difficulties varies. Some make good progress through their individual programmes. This is not always the case when sessions lack purpose and adults do not have the correct resources to support communication. In music pupils make good progress, both in the subject and in developing their social skills. Other pupils with special educational needs and lower attaining pupils make similar progress to their classmates because work is not always well matched to their needs.
- Pupils who speak English as an additional language, especially those from Eastern Europe, are supported well. They make good progress in learning to speak English confidently and reach the levels expected of them at age 11 in reading, some aspects of writing and mathematics.
- Pupils achieve exceptionally high standards in art. Music is also a strength, as every pupil has the opportunity to play a musical instrument. Singing is high quality.

**The early years provision****is good**

- Many pupils start in the Nursery with speech and communication difficulties. Some speak very little English. Through a wide range of engaging activities, children make good progress. Staff encourage them to play and talk to one another, sometimes chatting in their own language. Bilingual staff also extend children's learning. Children quickly gain confidence and respond well in conversations. Adults play along with them, broadening their vocabulary.
- Attainment at age five rose in 2014 and was above the national average. Most children are well prepared for their work in Year 1. That said, boys did not achieve quite as well as girls in literacy, mathematics and communication. The early years leader is working with other schools to find the best methods to narrow this gap.
- In Reception, pupils make good progress when they are working with adults in small groups on activities linked to literacy and numeracy. Activities they do on their own, indoors and outside are not always sufficiently challenging, particularly for the more able. The exception to this is when children use the natural areas of the school grounds to develop new skills. They collaborate well and show high levels of resilience.
- Children are keen to learn, play and explore, and try out new ideas. They learn to take turns and share their toys well. In the Nursery, children continue the same activity for extended periods of time, making the most of their experiences. In Reception, children quickly lose interest when adults do too much for them, and do not engage them sufficiently in their learning.
- Teachers use their knowledge of children's interests and achievements to enhance their progress. Other adults are mostly deployed effectively to increase the rate of progress of individual pupils. Disabled pupils and those with special educational needs are fully included. Good attention to the sounds letters make enables children to make a good start with reading and writing.
- Partnerships with parents are strengthened through high levels of communication. This means parents know well what their children are learning and how they can help them at home.

## 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>	102761
<b>Local authority</b>	Newham
<b>Inspection number</b>	449341

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	582
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anqi Guo
<b>Headteacher</b>	Manjit Rai
<b>Date of previous school inspection</b>	25 September 2007
<b>Telephone number</b>	020 7473 3344
<b>Fax number</b>	020 7345 1878
<b>Email address</b>	info@northbeckton.newham.sch.uk

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