

# Beanfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	134900
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	360654
<b>Inspection dates</b>	1–2 December 2010
<b>Reporting inspector</b>	Linda Killman HMI

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>	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Broughton
<b>Headteacher</b>	Carolyn Wilson
<b>Date of previous school inspection</b>	9 November 2009
<b>School address</b>	Farmstead Road Corby NN18 0LJ
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<b>Email address</b>	Head@beanfield-pri.northants-ecl.gov.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 16 part-lessons and the same number of teachers. Meetings were held with groups of pupils, parents and carers, representatives from the Interim Executive Board (IEB) and the local authority and staff. Inspectors observed the school's work and looked at assessment data, a range of improvement plans, policies and the school's evaluations of progress. The responses to pupils' and staff questionnaires were considered and 46 parents' and carers' questionnaires were analysed.

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

- Whether pupils in Key Stage 2, especially boys, are gaining ground rapidly enough to bring them closer to reaching national averages in English, mathematics and science.
- The extent to which the curriculum is suitably adapted to meet the needs and interests of individuals and groups and provides pupils with their full entitlement.
- Those aspects of care, guidance and support lead the school to evaluate the provision as good.
- The effectiveness of leaders and managers in addressing the weaknesses identified in the last inspection and in setting ambitious goals for further improvement, including in the Early Years Foundation Stage.

## Information about the school

This primary school is larger than most others of its kind. Most pupils are White British with a lower than average percentage from a range of minority ethnic heritages. The proportion of pupils who speak English as an additional language is below average. Around a quarter of pupils are known to be eligible for free school meals, which is above average. A higher number than is usual join or leave the school at different times during the year. The school has designated provision (DSP) for 33 pupils with statements of special educational needs and/or disabilities; their needs are wide-ranging including moderate, specific, speech, language and communication difficulties and physical disabilities. Pupils in Key Stage 2 are taught in mixed-age classes incorporating two year groups. The school was given a notice to improve when it was last inspected because significant improvement was required in relation to pupils' progress, their attendance and the school's governance. At the time of the inspection the deputy headteacher's long-term absence was being covered by a senior teacher who has stepped up to act as the deputy.

The school provides a breakfast club; the after school club and holiday club are managed by a private provider and subject to a separate inspection. The school has the national Activemark award for pupils' engagement in sports and accreditation for good quality provision in the Early Years Foundation Stage.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Its overall effectiveness is now satisfactory. Provision for pupils' care, guidance and support has crossed a grade boundary from satisfactory to good. All staff play their part in enabling the pupils to feel very safe and secure. Good outcomes in the Early Years Foundation Stage have been sustained.

Leaders' and managers' unrelenting focus on pupils' progress is successfully reducing the gap between where they are and where they should be in relation to national standards of attainment. Progress is improving quickly and securely. The very large majority of pupils are making at least satisfactory progress, including pupils with special educational needs and/or disabilities. Pupils in the DSP make good progress because their learning is supported expertly. New approaches used in teaching are making a difference to boys' improving engagement in lessons. These improvements have come about because:

- an effective plan is firmly in place to tackle identified weaknesses
- the Interim Executive Board (IEB) and the local authority in partnership with the leadership team are diligent in checking that all pupils are making sufficient progress
- data are used proficiently to set challenging targets for staff and pupils to aim for and to measure their progress against
- training for staff and rigorous moderation processes have secured precision in assessing pupils' learning.

Nonetheless, most boys had previously made very slow progress and their attainment is significantly lower than that of the girls as a result. The most able pupils make satisfactory progress; the work set for them in lessons is not sufficiently challenging for them to achieve more highly. Daily planning for pupils with special educational needs and/or disabilities is not fine-tuned sufficiently to achieve their best performance.

There is no teaching which is less than satisfactory and some is good. Pupils enjoy practical activities in lessons but not enough is expected of them in terms of the quantity and quality of their written work. The use of assessment to accelerate learning in lessons varies in quality. Information and communication technology (ICT) is used advantageously by staff in lessons to highlight teaching points and capture pupils' interest. Pupils in Key Stages 1 and 2, with the exception of those based in the DSP, do not have sufficient access to modern technologies in the classroom to support their learning.

The school is rightly proud of what it has achieved in one year. The IEB governs effectively and transition arrangements for handover back to a new governing body are in place. Initiatives to target pupils' prior poor attendance are working and it is now average.

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Self-evaluation is thorough, penetrating, and accurate; it informs future planning. Essential systems are embedded to enable the school to continue improving. Middle managers, most being new to post, are in the early stages of developing key skills to enable them to lead with confidence and contribute to monitoring and evaluating the quality of teaching and learning. The school has moved forward sufficiently since its last inspection and proved its satisfactory capacity to sustain improvement.

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

- Raise attainment in English, mathematics and science at Key Stage 2, especially that of boys and the most able pupils by:
  - ensuring that the needs and abilities of all pupils are taken into account fully in planning for day-to-day learning
  - raising expectations for the amount of good-quality written work pupils produce in lessons
  - providing pupils with more opportunities to practise and consolidate their literacy, numeracy and ICT skills in all subjects
  - establishing a more consistent approach to the use of assessment in lessons particularly in questioning and marking.
- Improve pupils' access to and use of new technologies to enhance and support their learning in lessons.
- Develop the skills of middle managers so that they are able to lead effectively and with confidence.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Through better teaching and robust systems for setting targets and tracking progress, the legacy of pupils' underachievement is steadily being eroded. Attainment in Key Stage 2, especially in the oldest year groups, is low but it is improving because pupils are making at least satisfactory progress in lessons. Where teaching is good, pupils show enthusiasm especially when practical approaches are used to reinforce learning and they make good progress. In a Year 5/6 English set with a high proportion of boys, pupils used Kung Fu actions and sounds gleefully to express their sound knowledge of basic punctuation and how to use it in their writing. Chocolate-tasting inspired pupils to discuss ways of using persuasive language to tempt others to buy the product. Teaching assistants provided good support making a significant contribution to discussion and modelling sophisticated vocabulary for pupils to imitate which they tried successfully. In many lessons seen, these practical approaches are capturing pupils' imagination and inspiring them but not always resulting in high enough levels of productivity in their written work.

Around the school, pupils behave appropriately and respond well to the school's pyramid system for behaviour. They show consideration of difference which is promoted well through the DSP and appreciate human values. Pupils are welcoming to visitors, polite and

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interested in conversation. Some of the younger pupils' listening skills are not as sharp as they should be. They do not always respond quickly enough to teachers' requests and instructions and have to be reminded regularly not to talk out of turn. Staff manage pupils who present more challenging behaviours well so that learning for others is not interrupted. Pupils say that they feel very safe and have a good awareness of safety issues. They enjoy school and almost all parents and carers who responded to the questionnaire endorse their sentiments. Older pupils support younger pupils well through the play pal scheme. School councillors and house captains take their responsibilities seriously. Pupils' contribution extends beyond the school through their involvement in many community and charitable fundraising events such as planting a crocus field for polio awareness.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

## How effective is the provision?

The quality of teaching is consistently satisfactory or better because a large majority of it enables pupils to make at least satisfactory progress and there is none which is inadequate. All of the teachers plan lessons with a view to meeting the needs of different groups so that all are challenged. In practice, though, expectations are not always accurate, especially for the most-able learners and some pupils with special educational needs and/or disabilities. Pupils know at the start of each lesson what they are expected to learn but they do not always receive enough guidance on how to check that they are

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succeeding. The quality of marking is variable; not all teachers direct pupils well enough towards improvement and written comments do not always provide pupils with an exemplary model of presentation for pupils to aspire to. Classrooms are bright and welcoming; displays provide a wealth of prompts and sources of reference which are well-used by pupils in lessons. Pupils' art work is displayed widely in the school; however, examples of their written work and use of technology are noticeably harder to find.

The curriculum meets requirements and has been revamped: subjects are clustered under themes specifically chosen to interest both boys and girls; learning is set in everyday context so that pupils recognise its purpose; and practical approaches are used as often as possible. This is work in progress and it is too soon to see its measurable impact on learning other than the improving engagement of boys in lessons. Opportunities are missed to provide regular opportunities for pupils to practise their literacy, numeracy and ICT skills in all subjects.

The school offers good care, guidance and support to promote pupils' satisfactory or better learning and their good sense of well-being. The new breakfast club, for example, has had an impact on improving the punctuality of those who attend. The well-being team demonstrates exemplary practice in nurturing potentially vulnerable pupils, all of whom are known as individuals and their support is tailored to need. The school is swift to tap into the expertise of outside professionals and agencies to support pupils and their families should the need arise. Induction arrangements for new arrivals are managed extremely well. New pupils benefit from introduction to the school within a small group while their needs are assessed, they learn school routines and are introduced to new friends.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers at all levels have become increasingly ambitious for the school. They know that Beanfield pupils can and must do better academically and have shown resilience in tackling weaknesses identified in the last inspection. The IEB, in partnership with the school, has provided strong and effective direction. Senior leaders have stepped up to challenges with determination. Responsibility for whole-school initiatives is delegated across the team so that the workload is dispersed more equitably. New phase leaders and some subject leaders are developing their skills in monitoring what is happening at ground level in their teams or subjects.

Staff have received targeted training to improve their teaching skills. They are regularly held accountable for pupils' progress by the IEB and the local authority. Safeguarding arrangements are robust with secure systems for assessing risk and keeping pupils safe

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from harm. The school has earned a good reputation for being inclusive and tackling discrimination through its good provision in the DSP and the way in which the school responds quickly to support potentially vulnerable pupils and their families. However, equality of opportunity is satisfactory because boys have underachieved for too long and the most-able pupils have not always achieved the academic levels they are capable of. The school is aware of this and it is taking appropriate action to remedy these shortcomings through a more stimulating and challenging curriculum. Community cohesion is satisfactory and meets requirements. Pupils' understanding of contrasting communities beyond Corby, especially those with a multicultural population, is too limited. The school is moving in the right direction towards pupils achieving academic success as well as in their personal development. It provides satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</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>3</b>

**Early Years Foundation Stage**

This area of the school was judged good in the last inspection and this has been successfully sustained. The Early Years Foundation Stage is managed effectively with drive and ambition aspiring to outstanding provision. Children thrive in their early years because staff provide a full range of interesting, purposeful activities in a well-resourced setting inside and outdoors. Children's skills are below national expectations when they start school. By the time they move into Year 1 the very large majority have made good progress and fall in line with or above typical expectations. Their acquisition of early reading and writing skills has recently been boosted through systematic teaching of letters and sounds. Teaching is good and all staff know how young children learn best. Nonetheless, sometimes they are asked to sit and listen for too long and their concentration wanders. Staff plan carefully using accurate assessment to guide them in what individual children need to learn next. The staff are working towards improving

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parents' and carers' involvement in their children's learning as this is an area for improvement identified through thorough self-evaluation. Initiatives are in place to boost boys' achievement, particularly in writing, which is below that of boys nationally. Children are safe and well-cared for; all welfare requirements are met.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Fewer parents and carers than is typical in primary schools nationally responded to the questionnaire. The overwhelming majority feel that their children enjoy school, teaching is good and the school meets their children's particular needs. A very small minority are not convinced that their children are prepared well enough for the future, that unacceptable behaviour is dealt with effectively or that the school is led and managed effectively. Inspection findings confirm that whereas a year ago pupils were not achieving well enough to prepare them for the future and the behaviour of some was poor, the school's leaders and managers are tackling these weaknesses successfully. Pupils were found to be polite and respectful and behaved satisfactorily.

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

Ofsted invited all the registered parents and carers of pupils registered at Beanfield 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	61	16	35	1	2	1	2
The school keeps my child safe	27	59	15	33	4	9	0	0
My school informs me about my child's progress	17	37	24	52	2	4	3	7
My child is making enough progress at this school	20	43	18	39	5	11	3	7
The teaching is good at this school	21	46	23	50	1	2	0	0
The school helps me to support my child's learning	18	39	23	50	3	7	2	4
The school helps my child to have a healthy lifestyle	16	35	24	52	2	4	3	7
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)	12	26	23	50	6	13	1	2
The school meets my child's particular needs	20	43	21	46	1	2	4	9
The school deals effectively with unacceptable behaviour	16	35	20	43	6	13	3	7
The school takes account of my suggestions and concerns	14	30	22	48	4	9	3	7
The school is led and managed effectively	16	35	22	48	6	13	1	2
Overall, I am happy with my child's experience at this school	20	43	21	46	0	0	4	9

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



3 December 2010

Dear Pupils

**Inspection of Beanfield Primary School, Corby, NN18 0LJ**

The inspection team enjoyed meeting you and watching you as you worked in lessons. Particular thanks go to those of you that completed a questionnaire and those that met with us to share their views of the school. We found that the school is much better than it was a year ago. This is because you are making much more progress in lessons. Your teachers make lessons enjoyable, helping you to learn by doing as well as listening. You know how to behave and what will happen if you do not behave appropriately. We are pleased that you are all making an effort to come to school unless you are unwell; the snow did not prevent you from attending during this freezing cold week. We also found that the school's leaders are checking all the time to make sure that you are learning all that you should as fast as you are able. This has made a big difference and the school is now satisfactory.

Some of the good things we found are: everything that is provided for those of you in the DSP, Nursery and Reception; your good understanding of how to stay safe and healthy; and especially the way that the school looks after you, cares for you and keeps you safe from harm. There are still things to improve so we have asked the school to:

- make sure that you reach higher standards in English, mathematics and science, especially the boys and those of you who are particularly capable learners
- find more ways for you to use computers and other technology in your classrooms to help you to learn
- help the staff who have a responsibility for year groups and those that look after subjects to learn new leadership skills.

You can help too by putting a real effort into your written work. We wish you well in the future as you grow to become good readers, writers, mathematicians and scientists.

Yours sincerely

Linda Killman

Her Majesty's Inspector

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