

Beoley First School Profile

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Beoley First School

Holt End, Beoley

Redditch, Worcestershire, B98 9AN

Telephone: 01527 62295

<http://www.beoleyfirst.com>

Children's Service Authority:	Worcestershire
Age range:	5-9
Number of pupils:	89
Head teacher:	Miss Sally Davies
Chair of governors:	Mr Chris Gollings

What have been our successes this year?

We have had many successes in 2007/2008 but our key successes have been:

- The introduction of 'Big Write' across the school and it's positive impact on children's writing.
- A new ICT Policy produced which has resulted in new worktops and other associated equipment being purchased and ICT being embedded in many areas of the curricular.
- The new Early Years and Key Stage 1 areas being fully utilised this year with a new timetable in force to accommodate the three year groups.
- A new literacy and mathematics framework was introduced during the year.
- Progress made by children at the school. By the time children are 7 years of age, their levels of attainment in maths, english and science exceeds national expectations.
- High standards of behaviour and exciting extra curricular opportunities offered.
- An excellent outdoor learning environment.
- We achieved Artsmark Gold, a National Award Scheme managed by the Arts Council England and a 'Leading Aspect Award' in recognition of our teamwork as part of our Alvechurch Cluster.
- We now have a wonderful new website.

- The school is well on its way to applying for the green flag award with great involvement by our children.

What are we trying to improve?

Our School Improvement Priorities this year have focused on the following:

- Ensure all pupils receive a high quality fully inclusive ICT curriculum and that ICT is embedded in all curricular areas.
- The level of attainment in writing across the school.
- To identify pupils who are gifted and talented in varying subject areas and ensure they receive an education appropriate to their needs and abilities.
- Literacy and Mathematics through a new Literacy and Mathematics Framework.
- The use of the newly built Reception area as part of a designated Early Years Area for Foundation stage and Key Stage 1 pupils and to ensure that learning takes place and experiences offered are personalised and meet their needs.
- Recycling, composting and outdoor activity and as many eco friendly activities as possible to gain the Eco-Schools Award.

How have our results changed over time?

- There has been a steady improvement in Key Stage 1 results for five consecutive years and result in all subjects are consistently well above national average.
- Levels of attainment at the end of Year 4 are very high.
- Children also make very good progress from Years 2 to 4.

How are we making sure that every child gets teaching to meet their individual needs?

- Rich, varied curriculum, relevant to children's needs and interests.
- Gifted and talented children identified.
- Supportive parents and a very active PTA.
- Good planning and rigorous assessment processes in place.
- All staff aware of different learning styles and plan experiences with these in mind. All staff work extremely hard.
- Teaching assistants support teaching and learning by supporting whole group teaching, working with small groups and one to one.
- The school SEN co-ordinator assesses, monitors and advises pupils with difficulties. The school works closely with appropriate educational services which are relevant to the needs of current pupils.
- Learning is enhanced by a great outdoor learning area.
- Very supportive governors who encourage and challenge and bring their particular expertise to the school.

What have pupils told us about the school, and what have we done as a result?

- Pupils are given a voice through the School Council and the Eco-Committee.
 - The School Council meets regularly to discuss current issues and school improvement.
 - Children are confident in sharing their thoughts, feelings and ideas and there are excellent relationships between adults and children.
 - We seek children's views during assembly. This has resulted in more play equipment for lunchtime, continuation of Friday teams and a variety of after school clubs.
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How do we make sure our pupils are healthy, safe and well-supported?

- The school provides a welcoming environment which is also safe and secure.
- Throughout the school, staff know pupils well and provide them with good personal support and guidance.
- Health and Safety arrangements are good.
- Through the curriculum and wider school environment, the school is extremely active in shaping attitudes to health, diet, sport and physical activity.
- We were awarded and recognised as a Healthy School Status last year.
- All pupils participate in PE, sports and swimming, some of which is provided by qualified sports coaching.
- Cycling Proficiency is taught in Year 4.
- Our after school curricular activities include fun fit, football, tag rugby, gardening, basketball and rounders.
- Our very good outdoor facilities are continuing to develop.
- All children are encouraged to eat fruit for their morning snack and wear sun cream and sun hats during the hot weather. Our shady areas have proved popular on sunny days.
- A Health and Safety Audit was completed at the beginning of 2007.

What activities and options are available to pupils?

- All pupils engage in a broad, balanced and diverse curriculum at Beoley including swimming, cookery and sports.
- A diverse range of extra-curricular activities such as big art, football, choir, French, Spanish, German, science, drama, tag rugby, rounders, basketball and recorders are available.
- Every child takes part in a Christmas school play as well as Easter, Christmas and Harvest celebrations.
- Children embark on a number of class visits each year and invite a number of visitors into school to help enrich and support our curriculum. Eg, The Big Space Age Theatre Company
- Children take part in Friday afternoon team activity sessions where we have focussed on language, yoga, agility and eco-schools.
- The new kitchen area is being used extensively with a positive impact on the children's motivation and involvement.

How are we working with parents and the community?

- The school has a very active and flourishing Parent Teacher Association (PTA) which organises many events both at the school and to support the school including discos, the Christmas party, sports day, parent evening support, selling school calendars, etc.
- All children and their families are welcome to join the school at sports day, working parties for the outdoor area, parents' evenings, book fairs, open days, curriculum evenings, leavers barbeque and recorder assemblies.
- For the community, pupils take walks through the village and celebrate Harvest , Easter and Christmas at the local church.
- We utilise Beoley Village Hall for many activities.
- A weekly newsletter is circulated to parents.
- There is regular contact from the business community.
- Information is shared with parents through curriculum evenings, open days and reading/phonics meetings.
- Other activities include swimming galas, Year 4 visits to middle schools, induction visits for new reception children, work experience for high school pupils, pre-school visits, Year 4 visit to Blackwell Court, christmas pantomime performances (Aladdin), Christmas twilight grotto, County Museum Bus visit etc.

What do our pupils do after leaving this school?

- Pupils leave Beoley First School aged 9, at the end of Year 4. They move on to a variety of middle schools depending on the catchment area of where they live.
 - We receive many positive comments from staff at these middle schools. They are always impressed with Beoley pupils and their ability to settle in to their new school.
 - All new (reception) children undergo an induction process involving visits from staff and visits to the new school. For more vulnerable pupils, additional visits and arrangements are made.
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Ofsted's view of our school

Beoley is a satisfactory school where the pupils are well cared for and supported. One parent said 'this is a caring school where the family environment is something to be valued and treasured.' This is an accurate description. Achievement is satisfactory and the majority of pupils make satisfactory progress. However, the rate of progress is not consistent across the school; it is slowest in Years 1 to 3 and accelerates in Year 4 where teaching is stronger. Standards in Key Stage 1 are average in reading, writing and mathematics. In the Foundation Stage pupils make satisfactory progress.

The school successfully meets one of its central aims, that 'all children learn best in a happy, secure and caring environment'. The pupils' personal, social and emotional development and well-being are given a high priority and are good. The pupils enjoy coming to school, and their behaviour and attitudes are good. They are respectful, enthusiastic and well mannered, and know how to stay healthy and safe. Attendance is well above national averages. Care and support are good but academic guidance is satisfactory, as teachers' marking does not always ensure that pupils know how well they are doing or how they can improve their work. The school works well in partnership with parents. Over 60% returned inspection questionnaires and the majority are overwhelmingly positive. One parent said 'Beoley is a very caring, small school where even the youngest children are encouraged to meet and play with older children.'

The quality of teaching is satisfactory. Some is good, such as when teachers show they have high expectations and the pace of learning is brisk. The use of assessment to inform teachers' planning is, however, inconsistent. The curriculum is satisfactory with some strengths. For example the school uses the extensive outdoor environment to make lessons more interesting and good cultural development enriches the curriculum.

Leadership and management, whole-school self evaluation and strategic planning are satisfactory. However, monitoring of the quality of teaching does not always result in the identification of clear targets for improvement or show the links between good teaching and effective learning. The headteacher has a clear vision for the development of the school and has established a good team spirit and an ambition amongst the school community to further improve the quality of education it provides. The school's capacity to improve is satisfactory.

Date of last inspection: 01-Dec-2006

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Beoley First School](#)

What have we done in response to Ofsted?

The school was inspected by Ofsted at the end of 2006 and the following issues were raised with appropriate responses put in place:

Establish a more rigorous approach to monitoring performance.

The headteacher ensures that she observes each class teacher at least once a term, despite a 50% class based teaching commitment. Peer observations have also had an impact especially in Key Stage 2. Lesson observations show teaching is improving (80% good or better).

Improve the quality of teaching to increase the proportion of good and better lessons.

There is an increased vigour in monitoring and evaluating of teaching and planning. We have used modelling and dissemination of good teaching across the school which has involved joint lesson observations. The improved quality of teaching has resulted in a steady improvement in results across the school.

Use assessment data effectively so pupils know how well they are doing and what they need to do to improve.

All children have targets which are clearly visible at all times. These are referred to daily and children are encouraged to self assess as to whether they have achieved them or not.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01527 62295

Our website <http://www.beoleyfirst.com>
