

Name of School:	Beckford Primary School
Head teacher/Principal:	Samantha Smith
Hub:	Camden
School type:	Community
MAT (if applicable):	N/A

Estimate at this QA Review:	Good
Date of this Review:	22/01/2018
Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	24/01/2017

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Good
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	Not Submitted
Previously accredited valid Areas of Excellence	N/A
Overall Estimate	Good

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- Beckford Primary School is a two-form entry school with Nursery provision. It has the capacity for 459 pupils, currently there are 444 pupils on roll.
- 26% of pupils are entitled to free school meals, this is broadly in line with the national average.
- 66% of pupils speak English as an additional language, this is well above the national average. 39 different languages are spoken.
- Pupils come from a wide variety of minority ethnic backgrounds with no dominant group.
- The school experiences high mobility with a significant proportion of pupils arriving and leaving the school at other than the usual times.
- 11% of pupils have special educational needs and/or disabilities (SEND) including 1.5% with educational and health care plans (EHCP)

2.1 School Improvement Strategies - Follow up from previous review

- This is the school's first Challenge Partner Review.

2.2 School Improvement Strategies - What went well

- School leaders show passion and commitment to improving the school. They are dedicated professionals who have a relentless drive to improve the provision for pupils.
- Leaders know their school well, are realistic about the strengths and relative vulnerabilities and have plans in place to address areas for development. Leaders are swift to address issues of concern, for example the carousel model for teaching reading. In Key Stage 2 this was not having the required impact, therefore it was replaced by a whole class teaching approach. This has promoted a renewed enthusiasm for reading across the school and encouraged reading at home.
- The leadership team has received training in coaching and works closely with a local special school where success using a coaching model is effective. The coaching model is now well embedded and teachers have been empowered to improve their practice through a range of strategies. This leads to continuous professional development which improves the quality of teaching for all teachers. Joint meetings and planning with phase leaders supports this process.
- Continuous professional development includes internal lesson studies and external courses such as those for middle leadership. Support is provided by experienced leaders for those new to their leadership role.
- School improvement is based on evidence that comes from well researched strategies, for example the introduction of integrated learning in year1.
- The school works well with a range of external supporting bodies to reflect on systems and evaluate effectiveness, the new strategies for teaching reading are

an example of this.

- There is a rigorous school improvement plan which identifies necessary actions and the impact they have; actions are highlighted and worked through in a timely fashion. All stakeholders are clear about the issues to be addressed and these become the focus of school monitoring visits.
- The broad and balanced curriculum reflects the needs of pupils. It was designed to develop a strong sense of self, to develop good life skills and citizenship. Pupils said, 'Teachers give you new things to do all the time which is fun'.
- The well-planned structured activities available during lunchtime and playtime enable pupils to explore other areas of the curriculum.

2.3 School Improvement Strategies - Even better if...

...the school leadership team continued to work with similar schools and outside agencies to further reflect on ways to bring about more rapid progress and higher attainment for all pupils.

...the school development plan clearly indicated specific, measurable, attainable, relevant and timebound (SMART) targets. The excellent work that leaders are undertaking could be more easily measured for impact.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- This was the school's first review.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers' subject knowledge and knowledge of the pupils they teach is strong. This, coupled with positive relationships between pupils and between pupils and adults, helps promote engagement in lessons. They draw on pupils' prior learning to ensure that they understand where their learning fits into the sequence of lessons.
- Questioning is effective and where it is particularly so, questions are thought provoking and probing. Teachers target questions accurately to deepen the understanding of the range of learners in their classes.
- The vibrant and informative displays around the school illustrate the wide variety of curricular activities available for pupils. In classrooms, the learning walls support pupils well and they can explain how resources support their learning. Several resources and displays, especially in the Early Years Foundation Stage (EYFS) and Key Stage 1, effectively develop pupils' independence.
- Pupils take pride in their books and when given time to respond to marking and next steps, clear progress is seen.
- The new reading systems put in place have increased pupils' overall enthusiasm for reading and had a positive impact on pupil progress. Teachers explicitly teach

focussed and appropriate skills.

- New and subject specific vocabulary is explicitly taught enabling pupils to use the vocabulary successfully. Sentences are modelled effectively, resulting in improvements to pupils' use of the English language.
- Well-established routines in Nursery and EYFS result in happy, confident children who engage wholeheartedly with their learning opportunities. Their enthusiasm is evident and the innovative practice, coupled with careful planning, results in the children receiving a joyful start to their learning journey. This area is undoubtedly a strength to the school.
- In discussion, pupils talk with enthusiasm about their school. They say that teachers give examples to help them learn. One pupil said, 'It is okay to make mistakes because it helps you learn'.
- Pupils enjoy golden time. They say that this makes the school an enjoyable place. Golden time provides a wide variety of activities for pupils to choose from, for example origami, dance, pop singing, cooking and cinema.
- Positive attitudes to learning and school are highly evident. Pupils enjoy working together and demonstrate the ability to work collaboratively during paired work and when speaking as talk partners.
- The 'Golden Rules' are displayed and promoted around the school. Photographs of pupils demonstrating the rules makes them accessible to all learners.
- Pupils take on a wide range of responsibilities within the school including being peer mediators and members of the school council. Peer mediators take their role seriously; this is illustrated by the variety of messages and reminders around the school.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...teachers ensured that teaching always met the needs of all learners, especially the higher attaining pupils.

...learning objectives and success criteria were clearer and used consistently across the school.

4. Outcomes for Pupils

- The school's baseline shows that children enter Reception with low levels of skills. A large proportion of children have English as an additional language (EAL). The percentage of pupils achieving a good level of development (GLD) has been below the national average for the past three years.
- The proportion of pupils attaining the expected standard in the phonic screening check has been slightly below national figures for the last two years after a large upward surge in 2015 which was specific to the cohort. The school results in 2017 were just below the national average.
- Leaders have put much work into reading in Year 1 to improve outcomes in phonics. All pupils are heard read every day. Phonics teaching is structured to include both 'letters and sounds' and 'Jolly Phonics' in order to make the teaching

accessible to more learners. The school recognises that phonics is not the only way to teach reading and therefore ensures that a broad and balanced approach to this subject, through the 'Friday reading for pleasure day' and a new home school reading plan.

- Key Stage 1 results in 2017 were just below the national average in reading, writing and mathematics. However, the results at greater depth were above the national average in reading and maths. Writing at greater depth was below national average.
- The Key Stage 2 combined reading, writing and mathematics score was below the national average although this was better than the previous year. Mathematics results increased following targeted improvements. Writing was above the national average for expected standards. Mathematics attainment was at or above the national average for the middle and higher prior attainment groups because specific interventions were in place for these pupils.
- Low prior attainers made encouraging progress through Key Stage 2 in reading, writing and mathematics. EAL pupils with additional barriers to learning also made progress because the school supported them well.
- The school has put in place measures to increase the proportion of pupils achieving greater depth at the end of Key Stage 2. These measures are showing a positive impact.
- Current work in books including those of the lower attaining pupils demonstrates that most pupils are making expected progress.
- School leaders know their pupils well. They are able to very accurately, with examples, explain pupil performance and why outcomes are different compared to national figures or their expected targets.
- Identified areas of need in 2017 and those shown in the Inspection Data Summary Report are being addressed through action planning.

5. Area of Excellence

Not submitted as this was the school's first review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school would like to connect with similar schools to have the opportunity to reflect on ways to bring about excellent progress and higher attainment.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.