



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BECKFORD PRIMARY SCHOOL

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

| | |
|-----------------------------------------|-------------|
| Estimate at this QA Review: | Outstanding |
| Date of this Review: | 21/01/2019 |
| Estimate at last QA Review | Good |
| Date of last QA Review | 22/01/2018 |
| Grade at last Ofsted inspection: | Good |
| Date of last Ofsted inspection: | 24/01/2017 |



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BECKFORD PRIMARY SCHOOL

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 | OUTSTANDING |
| Quality of Teaching, Learning and Assessment | OUTSTANDING |
| Area of Excellence | ACCREDITED |
| Previously accredited valid Areas of Excellence | None submitted on the last review. |
| Overall Estimate | OUTSTANDING |

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. Context and character of the school

- Beckford is a larger than average sized, two-form entry primary school in the Borough of Camden. The school is situated in an area of high social deprivation.
- The proportion of disadvantaged pupils in the school is just above the national average.
- A major characteristic of the school is its ethnic diversity, with thirty-seven different home languages being spoken. This reveals that a much higher than average proportion of pupils have English as an additional language (EAL), although there is no dominant ethnic group.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly average, as is the proportion with an education, health and care plan.
- Pupil mobility is relatively high, with an above average number of pupils joining or leaving the school at other than the usual times.

2.1 School Improvement Strategies - Progress from previous EBIs

- The leadership team have successfully addressed the EBIs from the school's previous review. Leaders have worked closely with other Camden schools especially around improving reading. This enabled staff at Beckford to refine and improve their own practice. Rather than wholesale changes to target-setting, leaders have adopted some very rigorous, time-phased moderation and assessment so that individual pupils can be rapidly identified for support.

2.2 School Improvement Strategies - What went well

- The school benefits from exceptionally strong and visionary leadership from the headteacher and her senior leadership team (SLT). Although she is moving to a new headship at Easter, the succession model she has developed over time means that the school will be in safe hands going forward. The drive and tenacity of the SLT highlights their capacity to maintain high standards, ensuring that pupils make significant progress and enjoy their learning experiences at Beckford.
- The six priorities on the school development plan originate from a three-year plan and are constantly evolving. The close monitoring of these targets enables leaders to mark either the success of them, or which may require further attention or refinement.
- Middle leaders receive high quality training and support so that they are more effective in their roles and more accountable for their areas. They are a skilled group who thrive on the opportunity to take on additional responsibility. Designated mentoring from senior leaders helps them to become more established in their field.
- Continuing professional development is carefully planned to consolidate core

teaching in the autumn term, switching to a focus on lesson study in the spring term. This enables teachers to focus on exactly how pupils learn. Teachers are grouped into triads to observe learning and discuss outcomes. This has had a direct impact on improving the quality of teaching and learning in the school. There is also a comprehensive programme through the Camden borough and other agencies in London. The school also provides bursaries to staff taking Masters degrees (recently three teachers) so that their individual practice and career development reaches a higher level, and the school benefits in kind.

- Teaching assistants receive direct support to improve their practice. Higher level teaching assistants are given more bespoke training around specific areas to give them greater responsibility. This has enabled them to lead effectively on areas such as art and computing.
- The review and development of the 'Beckford curriculum', based on the International Primary Curriculum, has seen the whole curriculum being written and designed specifically for pupils at the school. The curriculum is a 'living' aspect of the school, with additional areas and qualities added over time. Recently, skills have been placed under the microscope as opposed to knowledge, and this approach is becoming more embedded.
- A priority on raising parental engagement has resulted on them playing an increasingly important role in their child's education. They have been tasked with being an active tutor in the home and this has directly contributed to improvements in outcomes, particularly with reading and mathematics. Parents of pupils who may be falling behind are now more involved than previously to help raise their children's performance.
- Leaders at all levels are increasingly forward- and outward-looking. Astute planning is proactive rather than reactive, so that teachers can accurately anticipate aspects that may require development rather than simply trying to 'fix' things when they have not gone so well.

2.3 School Improvement Strategies - Even better if...

- ...there was increased emphasis on the use of assessment data in the classroom to better differentiate and personalise learning.
- ...with the imminent change in headship, senior leaders ensured that there remains rigour in the strategies that are now embedded to sustain their positive impact.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Staff identified that a lack of vocabulary was preventing more pupils from attaining higher depth levels, so a sustained focus on this aspect has raised standards. Learning objectives and success criteria in reading are now much clearer and used frequently to ensure pupils have no misconceptions and fully understand what they are learning.

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

- The strong progress that pupils at Beckford Primary make is directly attributable to the high quality of the teaching and learning in the school. Combined with the fact that teachers know their pupils so well, a purposeful atmosphere pervades every classroom.
- Positive relationships and mutual respect are key features in all classrooms. Teachers exhibit strong subject knowledge that brings learning to life, but this also applies to the team of dedicated learning support assistants. In a Year 2 intervention, the teaching assistant exhibited deep knowledge when discussing split digraphs with a low ability pupil. This motivates pupils to extend themselves and the fun element to learning was exemplified when an appreciative pupil said how they enjoy learning because “teachers teach us in a fun way”. Year 5 pupils were loving their lesson on differentiating between concise and long-winded instructions because the teacher approached the subject in an unusual but entertaining way.
- High levels of engagement are commonplace in all classrooms. Pupils are fully focused on their work because in the majority of cases, the challenge and differentiation teachers factor into their lessons are appropriate. In a Year 2 phonics lesson, pupils had to unravel some really testing anagrams that stretched their knowledge.
- Questioning is consistently strong and teachers probe pupils’ understanding to ensure that there are no misconceptions. In a Year 6 English lesson, the teacher asked question after question on the same theme so that pupils could improve the precision of their answers.
- Learning support assistants make an impressive contribution to the learning of disadvantaged and SEND pupils. They know the pupils so well that they can apply the best interventions to help them learn so that there is no lost learning time.
- The whole-school focus on reading has extended pupils’ vocabulary, enabling more able readers to gain greater depth standards. This has also helped with improving the quality of writing. The Word Aware process is making a positive contribution by encouraging pupils to use more complex vocabulary in their written and spoken responses. Year 6 data is already showing more pupils reaching the higher standard.
- Pupils’ books indicate clear progression across all year groups; strong progress is evident in all. Work on hand-writing is especially effective and because teachers have high expectations for presentation, books are extremely neat. Scaffolded sheets in reading books increase pupils’ independence, and these become less detailed for older age groups. Pupils are responsible for their own editing and the

positive feedback they receive is effective, leading to modifications and improvement in subsequent work.

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

...teachers planned for greater challenge in independent extension tasks, particularly for high attaining pupils.

4. Outcomes for Pupils

- Children's attainment on entry to Beckford Primary School is predominantly below levels that would be typically expected but they make significant progress by the time they reach Year 6. Using Early Excellence provides national comparators so that staff have an accurate baseline, derived from observations of the different areas of learning when children join the school.
- In the Early Years Foundation Stage (EYFS) in 2018, the percentage achieving a good level of development improved on the previous year but was just short of the borough and national figures. This still suggests substantial progress.
- This pattern also occurred in the Year 1 phonics screening check, with a slight decline in the number of pupils who passed the test although this figure was not statistically significant. The small number of pupils who just missed out receive dedicated support in Year 2 to get them across the line.
- Attainment at Key Stage 1 in 2018 was broadly in line with the national average at the expected level in reading and mathematics but writing trailed those two subjects. This was attributable to a small number of EAL pupils who had restricted language development, hence, their writing suffered as a result. At the greater depth standard, pupils fared well in all three areas of the curriculum but especially so in mathematics.
- Key Stage 2 performance was indicative of the 'flightpath' pupils follow, displaying a marked improvement over last year's results, and exemplifying the historical gains in progress pupils make at Beckford. At the expected standard or above, the figures for reading, writing and mathematics comfortably exceeded the national benchmarks, as did the combined score. More able pupils fared exceptionally well at the higher standard in reading and mathematics, particularly so in the latter, where almost all pupils achieved greater depth. The strategies leaders have implemented to raise these pupils' attainment have largely been successful. Writing was not as strong and this has become a whole-school focus as a result. Progress measures also showed improvement over 2017's, again with mathematics the 'trail-blazing' subject.
- Disadvantaged pupils performed well at this key stage, with very little difference between their attainment and that of their non-disadvantaged peers. Strategies aimed at this group are successful because these pupils benefit from additional

attention and resources that are bespoke to each individual.

- Across the school, outcomes are dependent on a range of variables so that gender differences are not specific. Teachers support individual pupils with 'niche' interventions that best suit their needs. Gender differences in different year groups are non-specific, with different levels of achievement in various subjects.
- EAL pupils make strong progress, often better than non-EAL pupils. This results from close support at the earliest opportunity, ensuring they gain greater speaking and comprehension skills and enabling them to fully access the curriculum.
- Current in-school data indicates reading and writing is already heading towards national measures across Key Stage 1 and 2. Mathematics continues to portray strong progress with increasing numbers already at the greater depth standard, but there is a concerted focus on further developing pupils at the emerging stage of understanding.

5. Area of Excellence

Early Years Foundation Stage (EYFS)

Accredited

5.1 Why has this area been identified as a strength?

The school's catchment area leads to children joining the school in EYFS at very low starting points that are considerably below what would normally be expected. Because there are high numbers of EAL children, barriers to learning based around poor language acquisition are swiftly overcome by skilful teaching and sound intervention strategies. These result in a higher proportion of pupils achieving a good level of development than might be expected. Thoughtful planning and individual adaptations to the learning environment lead to exciting activities in which children can explore and investigate as their development continues. Trenchant assessment procedures help staff capture each child's individual progress and the rigorous collection of information from observation enables adults to devise closely focused actions to ease children over developmental hurdles. In addition, staff know the children extremely well so that they can support them on the micro-level that best suits their learning needs. Well-established EYFS portfolios provide irrefutable evidence of children's development over time and highlight the rapid progress they make. Finally, one cannot underestimate the strength of the leadership of this phase, enabling the team of staff to make a real difference to children's early experiences of education, which ultimately allows them to flourish. The EYFS leader is uncompromising in her ambition for the children at Beckford and she and her staff go the extra mile to ensure they succeed. Her expertise is used locally in her role as the Senior Leader in Education for the Swiss Cottage Teaching Alliance.

5.2 What actions has the school taken to establish expertise in this

area?

The school played a major role in the 2018 Camden EYFS Hub, with a particular emphasis on the development of boy's writing. The pedagogy leaders have developed around this area has been shared with other schools in the borough and resulted in Camden as a whole meeting national expectations for boy's writing. The EYFS portfolios system developed at Beckford has been shared and adopted by their 'triad' schools. This phase at Beckford was identified a major strength by the Camden Schools Led Partnership review in 2016, suggesting that EYFS has been strong for a significant period of time.

5.3 What evidence is there of the impact on pupils' outcomes?

The three-year trend indicates outcomes in EYFS improving over time, with results in 2018 displaying significant progress. Staff use Early Excellence procedures to assess starting points when children begin Reception so that they have an accurate baseline on which to build. Measures taken at the end of Reception last year showed that substantial progress in the Early Learning Goals was made overall but particularly so in the prime areas and mathematics. These were higher than national expectations. This highlights the quality of provision in this phase and this was also substantiated through rigorous local authority moderation, which vindicated the accuracy and efficacy of teachers' assessments. That the majority of pupils reach a good level of development from their individual low starting points, and eventually exceed national average scores by the time they reach Year 6, justifies the affirmation that the the EYFS provision is, indeed, an area of excellent practice.

5.4 What is the name, job title and email address of the staff lead in this area?

Name: Michelle Loo

Title: Assistant Headteacher

Email: m.loo@beckford.camden.sch.uk

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

During the headship transition period, some leadership support may be requested.



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BECKFORD PRIMARY SCHOOL

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.