

NOVAC (Note of visit and contact)

School:	Beecroft Primary School	Date:	7 th March 2019
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Headteacher:	June Turner	Link Advisor (SIA):	
Visit Details:	Feedback from Friendly Ofsted Pilot Inspection (Ofsted Inspection)		

Purpose of the visit:

The school had taken part in a pilot, two- day inspection in line with the proposed draft Ofsted Inspection Framework (September 2019) There were 2 inspectors on site for one of the days and additionally the Director of HMI in the North of England for one day.

The SIA attended the feedback on behalf of the LA. Neither a written report, nor grade judgments are provided by Ofsted. This is a record of the feedback summary.

Summary / Outcomes of the visit:

The Inspector opened the feedback by saying that it had been a refreshing privilege to spend time at Beecroft Primary School, with such determined leaders and it shows what can happen when all children are expected to succeed. High outcomes have been sustained over many years.

The Quality of Education

The curriculum is full of broad, rich experiences. The curriculum is organised so that sequences of learning build progressively and skills are frequently re-visited. Every child, including vulnerable learners, are expected to reach ambitious end goals. Discrete subjects are taught with the core subjects intertwined throughout the curriculum. This is enhanced by well-planned visits, residential trips and experts in school. The curriculum is flexible, adapted accordingly and has relevant topics that suit the diverse school community.

There is excellent subject expertise among the teachers, which is used to maximum effect across the school. Excellent subject knowledge ensures that all teachers use effective questioning and the books show such complex language understanding and use in the learners. There are incredibly high expectations, consistent approaches and high-quality learning. The school is unique in that the senior leaders are lead teachers and core subject leaders and they have classroom responsibility and teach all week. They model high expectations and academic rigour.

The teaching of writing uses a tight system that uses paired talk, re-drafting and highly complex vocabulary within a literature based approach. Writing shows purpose, intended for a wide range of audiences and is impressive. It is of a consistently high standard. The displays and books in the school are of the highest standard. Reading also has a high profile across school and fluency is impressive in all year groups. There is a sense of urgency as children enter the school, so that every child develops as a reader, as soon as possible. Phonics screening results have been in the top 5% nationally for five years. Standards are very high and are sustained over time.

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The quality of education in the school produces such high standards in learners, despite the challenging demographics of the community.

Leadership and Management

All leaders have incredibly high ambitions for pupils and are solution focused. They develop excellent teachers by using a highly effective coaching model and mentoring. An NQT described how well she is supported and that she was thriving at the school. Staff are well supported. All leaders are solution focused, using their knowledge of every family in their care. Governors are fully involved in the life of the school, have the right skills and can hold the school to account.

Behaviour and Attitudes

Behaviour is impeccable. Passion and expertise result in keen attitudes to learning. There are excellent relationships between adults and children built on trust. Pride and care is incredible, with pupils who believe that it is 'cool to be clever'. The Y4 and Y6 Geography evidence was full of meaningful understanding of high level terms e.g. confluence, erosion, velocity. The children show keen attitudes to learning, with resilience and respect. Pupils nurture each other in all areas of school life. Absence has been in the lowest 10% nationally in the last three years. The Learning Mentor works closely with Nursery parents to gain their trust at the earliest opportunity. Pupils feel safe and there are worry boxes around school. Pupils say that they have no worries but if they had they would be dealt with. Nothing is left to chance and there are vigilant systems for safeguarding.

Personal Development

The school constantly goes the extra mile, so that all children experience a wide ranging academic curriculum and a wealth of extra-curricular activities after school within an inclusive approach. School Council take a pride in their responsibility. Every child in KS2 learns how to play a musical instrument at no cost to them. Children are very well prepared for making a positive contribution to their life in Britain. There is a commitment to spiritual, moral, social and cultural development and opportunities are plentiful.

Early Years Foundation Stage

From the moment pupils enter the school, they make a flying start in all areas of learning. This is due to the urgency and ambition shown by every member of staff. High outcomes and exemplary books/evidence are seen consistently from Early Years to Year six. Writing is modelled beautifully by all adults and children were seen to be working well beyond their age-related expectation. Progress is exceptional.

The senior leaders showed the SIA a sample of children's books, folders and displays. The academic standards and presentation were indeed impressive. Whole school, tightly structured systems, make sure that every adult and child in school knows exactly what is expected of them in all areas of school life. The school environment is highly organised, meticulously presented and beautifully clean. The Head teacher offered to share the pilot inspection experience with school improvement advisers, during a school day as it is in action.

Distribution list - Headteacher, Link Adviser, Governors