

# Beehive Lane Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	114996
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357666
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Godfrey Bancroft

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	180
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Allan Ellis
<b>Headteacher</b>	Brenda Dyke
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Beehive Lane Chelmsford CM2 9SR
<b>Telephone number</b>	01245 269464
<b>Fax number</b>	01245 490348
<b>Email address</b>	admin@beehivelane.essex.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 13 lessons, taught by nine teachers. Discussions were held with teachers and other staff, members of the governing body, pupils, and parents and carers. In addition to observing the school's work, inspectors looked at the school's self-evaluation, planning documents, minutes of meetings, a range of school policies and records of pupils' attainment and progress. Inspectors also considered the views of parents and carers, receiving 110 questionnaires.

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

- How effectively does teaching meet the needs of the full range of abilities in each class?
- How does the school track the progress of pupils from the different ability groups in each class and how aware are pupils of what they need to do to improve their work further?
- What is the school doing to widen pupils' cultural and spiritual experiences?
- What impact are subject leaders having with regard to improving attainment and progress in the subjects they are responsible for?

## Information about the school

This is a smaller-than-average primary school. The percentage of pupils known to be eligible for free school meals is a little lower than average. The proportion of pupils coming from minority ethnic groups is below average and the percentage who speak English as an additional language is low. The percentage of pupils who have special educational needs and/or disabilities is a little lower than average, whereas the percentage of those with a statement of special educational needs is broadly average. The school holds the national Healthy Schools status and the Activemark sports award. A privately-operated nursery and childcare provision are accommodated on the school site.

**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?**

**2**

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

**2**

### Main findings

Beehive Lane Community Primary is a good school in which pupils in all year groups are currently making good progress. The school benefits greatly from the effective leadership provided by its headteacher and deputy headteacher. Subject leaders provide outstanding guidance and support for their colleagues and, in some cases, for teachers in other schools. Together, they have promoted improvements in attainment and pupils' progress, particularly in English. Many aspects of provision, such as teaching and the use of assessment to support learning have also developed well, serving to illustrate the school's good capacity to sustain improvements in the future.

A very large majority of parents and carers are happy with their children's experience at the school. One parent summed up the views of many in saying, 'I cannot fault Beehive Lane. I am delighted with the support my son receives.' Another commented that, 'Beehive Lane is a caring school with a friendly and caring staff.' These comments are supported by the exceptional degree to which pupils report feeling safe and secure. Pupils' behaviour during lessons and around the school is outstanding, as are the care, guidance and support they receive. The school works effectively to promote pupils' spiritual development, as typified by the pleasure they gain from musical experiences and their participation in sport. The excellent use of the school grounds to promote learning, for example, through participation in the exciting Forest Schools Project and when pupils visit the Story Telling Garden, enhances their spiritual development considerably. Pupils' understanding of the beliefs, cultures and traditions of people from a wide variety of other backgrounds is also developing well.

Teaching is good and meets the needs of the full range of abilities in each class well. Activities are tailored carefully to challenge the most able and to ensure that lower-attaining pupils and those who have special educational needs can also succeed. However, in some lessons the pace of learning occasional slackens. This happens when teachers provide too much information and guidance, rather than drawing on pupils' knowledge and understanding and involving them as active participants during all stages of the lesson. Teachers assess pupils' attainment accurately and track their progress with great care. They ensure that pupils are well informed about how they are progressing and know what they need to do to improve further. The best marking gives pupils clear advice about how to improve their work; this is not always the case and sometimes teachers do not share with pupils what is good about their work.

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

- Devise ways of maintaining the pace of learning throughout each lesson by

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ensuring that activities involve pupils as active participants as much as possible.

- Improve the quality of all marking to match that of the best by making sure that it consistently recognises what pupils do well and gives them clear guidance for continued improvement.

**Outcomes for individuals and groups of pupils****2**

Pupils clearly enjoy their learning and participate eagerly during lessons. One pupil commented, 'I look forward to coming to school each day. Teachers always make our lessons interesting.' Progress in Years 1 and 2 is good and, by the time pupils reach the end of Year 2, their attainment is above average in reading and mathematics and is high in writing. Following a period of two years when it was broadly average, attainment at the end of Year 6 in 2010 was high in English, mathematics and science, with many pupils making exceptional progress. Attainment for the current Year 6 is broadly average. However, the vast majority of pupils are making good progress from their various starting points. Teachers' assessments, the tracking of progress and the work seen during lessons and in pupils' books shows that those currently in Years 3, 4 and 5 are already attaining at levels that are high in relation to those expected for their age. Those pupils who have special educational needs are given all the help they need; consequently, they make good progress. Similarly, pupils who join the school at various stages during the course of their primary education settle in quickly, are supported well and also make good progress.

Pupils are well informed about how to stay safe and have total faith that the school will ensure they are cared for well. They are encouraged to maintain a healthy diet, and levels of participation in the wide range of physical and sporting activities are high.

Pupils make a good contribution to their community. They are proud of their school. They benefit greatly from the opportunities to take responsibility and show leadership, such as when they participate in the influential school council. Pupils also raise money and give generously to a wide range of charities. Many are confident and enthusiastic learners and their behaviour is outstanding. They sustain their efforts, are willing to work independently and support each other well during group work. These qualities, combined with their good acquisition of basic skills, mean they are prepared well for the next stages of their education and for the future. Attendance is broadly average. However, over the course of the last year, due to the effective encouragement pupils receive from staff, the level of attendance has risen.

*These are the grades for pupils' outcomes*

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<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.

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

## How effective is the provision?

Lessons are planned effectively to meet the needs of the full range of abilities in each class. Pupils apply themselves well and eagerly rise to the challenge of answering the questions posed by their teachers. During the inspection, some outstanding teaching was seen. In the best lessons, pupils are consistently involved in activities which occupy their minds and involve them as active learners. Just occasionally, the pace of learning falls away when teachers take the lead too much, resulting in pupils becoming somewhat passive. Pupils, particularly the older ones, are very well informed about the progress they are making and how they can improve their work. Those in Year 6 are very clear about the levels they are expected to attain and are confident that they will achieve them. The best marking is informative and helpful for pupils. Some other marking, while satisfactory, does not always celebrate what pupils have done well or give them enough information about the way forward. That said, pupils respond well and appreciate the frequent recognition and celebration of their efforts. This was evident during a celebration assembly, in which pupils showed great respect for each other and their achievements.

Teachers promote pupils' speaking and listening, reading and writing well, to the extent that pupils greatly enjoy telling and writing stories. Teaching assistants make an effective contribution to learning, especially to that of pupils who have special educational needs.

The curriculum provides pupils with opportunities to be creative, challenging them in many ways and capturing their interest and enthusiasm for learning. The promotion of pupils' communication skills in all subjects is a significant feature of provision. Pupils

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particularly appreciate the excellent range of additional activities and educational visits provided for them. During the inspection, a group of gifted and talented pupils worked with Essex Eagles Cricket Club, which provided them with excellent opportunities to develop their teamwork skills and promote their self-esteem. Links with the neighbouring high school are strong, with groups of pupils frequently visiting to learn modern foreign languages and to participate in sporting activities.

Pupils' personal development is of high importance to all staff. The nurture and care shown to pupils who are new to the school enable them to thrive to the extent that the aspirations of many are raised and they do well. Pupils who have special educational needs are supported effectively and thrive. Staff are meticulous in their approach to supporting any pupil who, because of their circumstances, may be potentially vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The effective promotion of equality of opportunity and the elimination of all forms of discrimination are at the heart of the school's work. The headteacher, subject leaders and the governing body have a clear view of the school's strengths and what could be improved, based on accurate arrangements to evaluate the quality of provision. They set challenging targets for attainment and for the promotion of improvement. This is typified by the excellent use of the school grounds to promote learning and stimulate pupils' interest and by the improvements in attainment and progress in English, which have been a major focus for development. Much of this improvement is based on the effective leadership and management of teaching and learning. In this respect, subject leaders make a considerable contribution and their work is much appreciated by their colleagues.

The governing body provides good support for the school and holds it to account for the quality of its work. A particular strength of governance is the management of the school's finances and resources, helping to ensure that it gives good value for money. Members of the governing body have forged links to subjects and to classes, enabling them to evaluate the quality of provision. Even so, their visits are not always focused closely enough on the effectiveness of the actions the school is taking to bring about further improvements. Arrangements to ensure that pupils are safe are fully in place, meet current requirements and work effectively.

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The school's engagement with parents and carers is a strength including the reporting of pupils' progress and the provision of information about school events. Similarly, community cohesion is promoted effectively. This is particularly so in terms of links with and the involvement of the local community. The governing body and headteacher are also working effectively to ensure that pupils are appropriately aware of the nature of communities across the United Kingdom and further afield.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children begin in the Reception class with attainment that is lower than expected for their age. This applies particularly to their communication, language and literacy, and for some children to their personal and social development. However, they make good progress. By the time they are ready to join Year 1, most children are attaining broadly average standards in all six areas of their learning. Their good progress is founded on a stimulating learning environment in which good use is made of the wide range of learning opportunities provided in the classroom, the adjoining outdoor area and the school grounds. Children rapidly become competent and enthusiastic learners. They learn to sustain their independence and to work well with their classmates. They are always eager to talk about what they are doing, attaching great value to the Bumble Bee awards they receive in recognition of their achievements and efforts. Just occasionally, the pace of learning falters a little when children sit on the carpet listening for too long; but even at these times children continue to show an interest in what is going on. Many children are competent and confident users of computers. Rapid progress is evident in children's speaking and listening and their acquisition of early



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reading and writing skills. This is because staff take every opportunity to involve children in conversations and guide them in pronouncing letter sounds correctly and in forming letters and words.

Leadership and management are good. Communication with parents and carers is a much appreciated strength and they are kept well informed about their children's progress. Assessments of progress are accurate, frequent and used well to plan the next stages of learning. Children, staff and parents and carers all contribute to and value the 'All about Me' books which celebrate and explain children's learning journeys.

*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**

The large majority of parents and carers are pleased with the quality of education provided for their children, saying their children enjoy learning. They particularly appreciate the way the school keeps their children safe. A significant proportion of parents feel that teaching is good and that their children are making the progress they should. Some parents and carers feel the school does not deal effectively with unacceptable behaviour. However, during the inspection pupils' behaviour was exemplary. The vast majority of pupils also feel that behaviour is good.

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

Ofsted invited all the registered parents and carers of pupils registered at Beehive Lane Community 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	56	46	42	2	2	0	0
The school keeps my child safe	61	55	48	44	1	1	0	0
The school informs me about my child's progress	43	39	59	54	5	5	0	0
My child is making enough progress at this school	49	45	52	47	8	7	0	0
The teaching is good at this school	49	45	55	50	5	5	0	0
The school helps me to support my child's learning	41	37	61	55	6	5	0	0
The school helps my child to have a healthy lifestyle	44	40	58	53	7	6	0	0
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)	40	36	61	55	2	2	0	0
The school meets my child's particular needs	46	42	54	49	6	5	1	1
The school deals effectively with unacceptable behaviour	27	25	60	55	13	12	5	5
The school takes account of my suggestions and concerns	23	21	69	63	13	12	0	0
The school is led and managed effectively	34	31	56	51	12	11	1	1
Overall, I am happy with my child's experience at this school	50	45	53	48	4	4	0	0

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 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 pupil's 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.**



13 December 2010

Dear Pupils

Inspection of Beehive Lane Community Primary School, Chelmsford CM2 9SR

On behalf of the inspection team, may I start by thanking you for all the help you gave to us during our visit. We were pleased to see how much you enjoy your lessons and all the other activities your school provides for you. We were also impressed by the way in which you work hard during lessons. We think your behaviour is outstanding; well done.

I must also congratulate you on the good progress you make. This is because your teachers and all the staff do a good job in helping you to learn well and ensuring you are happy at school. We were particularly impressed by the work you do on the Forest Schools Project, your school council and by your story-telling and writing skills. We have asked your teachers to do two things, which we hope will help your school to become even better. We want them to make sure that you are fully involved in all the activities throughout every lesson. We are also asking them to make sure that whenever they mark your work they let you know what you have done well and give you all the information you need to help you to improve further

We know that your teachers are very skilful and we are confident they will be able to do this for you. Finally, keep up the good work and please thank your parents and carers for their help in returning the inspection questionnaires. We were pleased, that, like you and the inspection team, they think Beehive Primary is a good school.

Yours sincerely

Godfrey Bancroft

Lead inspector

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