

Beaulieu Village Primary School

Inspection report

Unique reference number	115861
Local authority	Hampshire
Inspection number	379155
Inspection dates	18–19 January 2012
Lead inspector	Keith Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	John Hawkins
Headteacher	Jane Noble
Date of previous school inspection	8 December 2008
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Age group	4–11
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Introduction

Inspection team

Keith Sadler

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons led by six different teachers and practitioners. The inspector held meetings with members of the governing body, staff, and groups of pupils. He took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school's strategic plan, leaders' monitoring records and pupils' work. Questionnaires from 40 parents and carers, from staff and from pupils in Key Stage 2 were analysed and their responses taken into account.

Information about the school

Beaulieu is smaller than the average-sized primary school. About a quarter of the pupils live in the immediate area, with the remainder from nearby villages or towns. The very large majority of pupils are of White British heritage and the remainder are from a range of minority ethnic backgrounds. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is about half the national average. The number of pupils identified as disabled or with special educational needs is average. Children in the Reception Year of the Early Years Foundation Stage share a class with some Year 1 pupils. The school meets the current floor standards. The school has Healthy School status and has also gained the 'Sing Up' Gold award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. The headteacher’s effective leadership and dedication to improvement are shared by the staff and governors. All are committed to gaining the best provision and outcomes for pupils. Parents and carers recognise these strengths and they are overwhelmingly supportive.
- The school has a warm, welcoming and stimulating environment where pupils feel cared for, safe, and are ready to learn. Their behaviour is good and attitudes positive. Even so, levels of attendance are average.
- Improvements have been made in key areas of the school. In particular, due to the resolve and determination of the headteacher, governors and staff, there has been a concerted approach to school improvement. This has resulted in improvements in teaching and learning and improved procedures for checking provision and pupils’ progress. The strengthening of provision and pupils’ progress since the previous inspection demonstrates a strong capacity for further improvement.
- Achievement overall, and especially in writing, has improved since the previous inspection and is now good. Pupils make good progress in all four classes. Year 6 pupils are on course to attain high standards in English and mathematics. However, there are inconsistencies in pupils’ presentation of work, particularly in mathematics. Disabled pupils and those with special educational needs make good progress.
- Teaching is good. Teachers invariably provide interesting and exciting activities that capture the pupils’ interest because lessons are planned well to meet the varying learning needs of the pupils. Marking is generally good, though staff do not always make next steps in learning clear.

What does the school need to do to improve further?

- By January 2013, raise levels of attendance to above average levels.
- Lift the quality of teaching from good to outstanding by:
 - improving pupils’ handwriting and their presentation of work, particularly in mathematics

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- ensuring that teachers consistently make next steps in learning clear to pupils.

Main report

Achievement of pupils

On entry to the Reception class, children's skills and abilities are broadly at expected levels, though their personal and social skills are above those typically found. Because teaching is effective and an excellent emphasis is placed on providing a secure and inclusive environment, children thrive in their learning in the Early Years Foundation Stage. As a result, on entry into Year 1, most children reach the expected goals.

The very large majority of parents and carers confirm that they believe that their children are making good progress in their learning and that the school helps their children to develop their basic skills well. Inspection findings confirm the school's evaluation that progress in reading, writing and mathematics is good and it is accelerating throughout the school. Currently, all groups of pupils are making good progress. Those with special educational needs and disabled pupils learn well because work is tailored well to meet their needs and they gain good support in working effectively towards their individual learning targets. A good emphasis on strengthening pupils' reading, by the rigorous teaching of sounds and letters, is having a positive impact on learning and progress. As a result, attainment in reading at the end of Year 2 is above average. Good progress in reading is maintained in Key Stage 2, and, by the end of Year 6, standards in reading are above average, with almost all pupils reaching the higher level.

In writing, pupils' achievement in the past has been no better than satisfactory and this has drawn down overall standards in English to average levels. However, this is no longer the case. The school's concerted effort to lift achievement in writing has been successful and standards for current Year 5 and 6 pupils are high. Currently, for example, almost half of the Year 6 pupils have already reached the higher level expected at the end of Year 6. In addition, half of the Year 5 pupils have attained the expected standard in writing for the end of Year 6. However, some middle ability pupils' progress in both Key Stage 2 classes is hampered by their relatively weak handwriting skills. In mathematics, pupils' good calculation skills are employed well in the wide range of practical activities that are provided. In a Year 3/4 mathematics lesson, for example, pupils were excited by the challenge of exploring whether there is a link between the size of the pupils' head and their height. They worked effectively in pairs to determine how to gather, record and present data by using lists, tables and graphs. Even so, across the school, pupils' presentation of mathematics is relatively weak and hinders the progress of some pupils.

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Quality of teaching

Previous inconsistencies in the quality of teaching have been removed. Almost all teaching is now of good quality and this leads to pupils enjoying lessons and learning well. As one Year 6 pupil said, 'Our teachers bring us on really well. They are a mixture of kind and bossy which is just right.' Key improvements in teaching include the consistently good challenge that is now provided for all groups of pupils in each class. This is aided by much improved procedures to track pupils' progress, which provides two particular benefits. First, it ensures that activities are matched to pupils' needs and secondly, pupils who are in danger of slipping behind are identified early. The school then provides good quality targeted interventions. It is the relentless determination of senior staff to improve teaching that has led to improvements in learning for all groups of pupils. This is recognised by parents and carers, almost all of whom affirm that teaching is good.

Throughout the school, teachers have positive relationships with the pupils and they manage them well. This results in classrooms having a calm and purposeful learning atmosphere. Teachers ensure that there are many opportunities for pupils to work collaboratively and this is appreciated by the pupils. Paired and small group learning supports pupils' personal development well and has a positive impact on developing pupils' spiritual, moral, social and cultural development. Work in literacy and numeracy is increasingly planned across the curriculum. This results in pupils being enabled to practise these skills in history, geography and science lessons. For example, following a visit to the Domus of the Abbey, pupils in Years 5 and 6 wrote high quality recounts of the visit and this matched the literacy theme. There has been a marked improvement in the use of assessment information to ensure that work is generally matched well to pupils' needs. Although teachers' marking is thorough and comprehensive, there are inconsistencies. In the best examples, teachers ensure that pupils' next steps in learning are made explicit. However, this is not always the case and this means that pupils are not always clear about how to improve their work.

Behaviour and safety of pupils

At the previous inspection, pupils' personal development was good and pupils behaved well. These strengths have been maintained and behaviour is good in lessons and around the school. Incidents of poor behaviour and bullying are rare. Pupils with a concern turn confidently to an adult, knowing that it will be quickly resolved. As one Year 6 pupil said, 'Our teachers make the effort to keep an eye on us and to praise what we do well.' Pupils say that they feel safe in school and they have positive attitudes to school and learning. Staff ensure that there is a positive and welcoming atmosphere and the good levels of pastoral support ensure that there is sensitive support for pupils and families whose challenging circumstances may make them vulnerable. The well-established nurture group, for example, is particularly appreciated by parents and carers and this enables these pupils to thrive and develop their self-esteem and confidence. Parents and carers reflect the pupils' positive views and they are almost unanimous in saying that their children are kept

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safe in school. Although the school has good and well-founded procedures to promote good attendance, these have not, as yet, had a positive impact on overall levels of attendance. Currently, these are adversely affected by family holidays taken in term time.

Leadership and management

There has been a marked improvement in leadership and management. Previous weaknesses in the leadership role of the staff have been addressed and the whole team work closely together to secure improvement. Teamwork is strong and staff morale high because all the staff know that their views and opinions are valued. Self-evaluation procedures have been improved because more staff are involved and more rigour has been introduced. These systems are robust and lead to accurate evaluations. They contribute well to the school's effective strategic development plan, which is an excellent tool to drive further improvement. Well-targeted professional development has complemented a significant programme of coaching for teaching staff and this has improved teaching.

Governance is good. Members of the governing body are in a stronger position than previously to ensure that they provide suitable challenge as well as support because they make regular visits to the school. They, along with senior leaders, also ensure that regulatory requirements for safeguarding and protecting pupils are securely in place. Improvements in teaching, pupils' progress and leadership and management demonstrate the school's strong capacity for further improvement.

The quality of the curriculum is good. The themed approach to learning provides a good range of activities that the pupils thoroughly enjoy. The curriculum is enriched well with visits and trips such as that enjoyed by the Year 5/6 class when they visited Hyde Police Station as part of a topic on investigation. The school places a strong and effective emphasis on the music curriculum and this is aided by specialist music teaching. Pupils' understanding of a culturally plural Britain is enhanced by trips to the Southampton Mosque and a Hindu Temple. Links with a school in France help to enliven the teaching of French.

The pupils' spiritual, moral, social and cultural development is promoted well. The school is a harmonious community in which others' feelings and values are respected well. Equality is promoted well and discrimination of any kind is not tolerated. Pupils' social and moral development is supported by the good quality personal and social programme supporting pupils' understanding of their actions.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development, taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



20 January 2012

Dear Pupils

Inspection of Beaulieu Village Primary School, Brockenhurst SO42 7YD

Thank you for making me so welcome when I came to inspect your school. I enjoyed hearing about the many things that you enjoy in your school. I was particularly impressed to hear about your musical activities and I am only sorry that I could not be there on a music day! This letter is to tell you what I found. Yours is a good school. Your teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. The youngest children settle very quickly and well in Hartford class and they also do well. Those of you who find learning hard make really good progress because the teaching assistants support you well.

You told me that your school is a very happy place and that the adults look after you really well. I agree with you and so do your parents/carers. I was impressed about how well you get on together. Your behaviour is good and you feel safe in school. I think that your headteacher does a good job and she is greatly helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in a good school like yours, there are things to improve. I have asked your teachers to make sure that your presentation improves, particularly in your maths books. I have also asked your teachers to make sure that you always know what the next steps in your learning should be. Finally, and this is where you can help, I have asked that your levels of attendance should be improved. You can help by making sure that you always attend except when you are really poorly.

I really enjoyed my time in your school. Thank you for taking time to talk to me and letting me watch your lessons.

Yours sincerely

Keith Sadler
Lead inspector

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