

Beaufort Community Primary School

Inspection report

Unique Reference Number	125118
Local Authority	Surrey
Inspection number	359839
Inspection dates	2–3 March 2011
Reporting inspector	Chris Grove

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	245
Appropriate authority	The governing body
Chair	Peter Wells
Headteacher	Susan Skinner
Date of previous school inspection	25 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by 10 teachers. Meetings were held with groups of pupils, with members of the governing body and with staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governing body meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 139 parents and carers as well as those completed by 24 members of staff and 121 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the school's monitoring of pupils' outcomes and the quality of provision leads to accurate self-evaluation.
- The extent of children's academic progress and personal development, and the quality of provision and leadership, in the Early Years Foundation Stage.
- The effectiveness of the school's teaching and use of assessment in accelerating pupils' progress.
- How well the school's provision promotes pupils' personal development.

Information about the school

Beaufort Community Primary School is located on the outskirts of Woking and is of a similar size to the average primary school. The large majority of pupils are of White British or of Other White heritage, and others are from a wide range of different ethnic backgrounds. The number of pupils known to be eligible for free school meals is broadly average. The proportion of pupils who speak English as an additional language is above average. The number of pupils with special educational needs and/or disabilities, principally moderate learning difficulties, is broadly average. The Early Years Foundation Stage provision consists of two Reception classes. The breakfast club and the after-school club, which are managed by the governing body, were also included in this inspection. The school has achieved national accreditations including the Healthy Schools and Activemark awards and the Basic Skills Quality Mark. It is also an Investor in People.

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

Beaufort Community Primary is a good school. The headteacher has a well-judged approach to leadership, and has developed a strong team spirit among the staff, with good support from the assistant headteachers. Most members of staff who completed the questionnaire agreed that they were proud of the school, and that their contribution was valued. This results in the strongly positive ethos, which is praised by parents and carers. Almost all of those who returned a questionnaire agreed that their children enjoy school, and the very great majority were happy with their children's experience. One delighted parent wrote that, 'The headteacher has done a fabulous job at Beaufort. Beaufort staff value every child.' Another described it as a 'fantastic school that has improved month by month', while a third commented that, 'Beaufort Primary has improved greatly in the last three or four years'.

Members of the teaching and support staff share the headteacher's inclusive vision, and this leads to their close, trusting relationships with the pupils. The positive atmosphere is well set with the children in the Reception classes, and pervades the whole school. Staff are particularly good at identifying and supporting pupils' needs. Pupils' good personal development is the result of the strong emphasis on pastoral care. Pupils' attendance is low, but is rapidly improving as a result of the range of measures taken by the school.

Children get off to a satisfactory start in the Early Years Foundation Stage. Although children's achievement in most aspects of learning in this Stage reaches expectations, their achievement in reading and writing is markedly lower. Staff assess children's progress carefully, but do not always make full use of this information in planning the next steps in their learning in these subjects. Pupils' achievement is good by the end of Key Stage 2. Over the last three years, attainment has been broadly average by the end of Year 6. However, attainment is higher and progress is better in English than in mathematics. Pupils' good progress is the result of good teaching.

The senior leadership team provides strong ambition and drive, leading to the secure climate for learning. Leaders collaborate well to evaluate outcomes and provision. Weaknesses that were identified at the last inspection have been successfully addressed. For instance, teaching now involves better challenge because of improved lesson planning and the more consistent match of tasks to pupils of different levels of ability. Behaviour and attentiveness are now good. The use of data to track attainment and progress has improved. There are well-developed arrangements to monitor the effectiveness of teaching through regular observations, and scrutiny of teachers' planning and of pupils' work, resulting in robust self-evaluation. Given these developments, the school has a good capacity to sustain improvement.

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What does the school need to do to improve further?

- Raise pupils' standards and accelerate their progress in mathematics by:
 - improving the consistency of teachers' marking of pupils' work in order to provide better feedback about what they need to do to improve
 - embedding the use of target-setting so as to ensure that pupils know and understand the next steps in their learning.
- Improve children's achievement in reading and writing in the Early Years Foundation Stage, in order to match their higher achievement in other areas, through making better use of information from assessments.
- By December 2011, use the school's procedures to promote good attendance so that the attendance rate of all pupils reaches or exceeds the national average.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their time in school and achieve well. When children enter the school, their knowledge and skills are generally well below typical expectations. Pupils make good progress, although there is some variation between year groups, and for the most part progress is better in reading and writing than in mathematics. However, in a well-planned lesson in mathematics about how to handle and interpret survey information, pupils in Year 2 made good progress. They were first given good opportunities to explain the meaning of words such as 'data' and 'accurate', and the teacher also ensured that they were confident about their different tasks before they started work. In a successful lesson in Year 4, pupils made good progress in learning how to turn brief notes into sentences and paragraphs because the learning was well paced and sequenced, and the pupils understood the criteria for successful work. Those pupils who have special educational needs and/or disabilities, and those who are learning English as an additional language, also progress well, because teaching is well tailored to their needs and assistants offer them good support.

Pupils are well behaved in the playground and around the school. Most behave maturely in lessons, are attentive to their teachers, and cooperate sensibly with others. Pupils feel safe in school, because there is little bullying, and they are confident in adults if difficulties arise. Their spiritual awareness is well developed through reflection in assemblies, and their good moral and social development is seen in positive relationships with others. However, understanding of cultural diversity is less well developed than other aspects. Pupils practise healthy lifestyles. In addition to two hours weekly of physical education and games, there is good participation in after-school activities, of which there is a wide range. Uptake of healthy school lunches is good, and those who bring packed lunches understand the value of a well-balanced diet. The Healthy Schools and Activemark awards are testimony to pupils' good understanding of healthy living.

Pupils make good contributions within school and to some extent in the local community. There are good opportunities to take on responsible roles. For example, pupils in Year 6 read to children in the Reception classes. School councillors are proud of their positive impact, for instance in fund raising and in suggesting improvements to the school, such as new playground equipment. Overall attendance is low, in part because of unauthorised term-time holidays, extended family visits overseas, and medical issues specific to a few

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pupils. However, the rapid improvement demonstrates the school's considerable success in reducing the numbers who are persistent absentees. The use of strategies such as 'learning partners' in lessons develops good workplace skills. Pupils in Year 5 learn good enterprise skills through a project to research and set up a healthy tuck shop. Together with pupils' sound skills in literacy and numeracy, this means that they are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers set a good pace in lessons, and communicate high expectations to pupils. Clear lesson objectives and criteria for successful work ensure that learning is purposeful. Teaching assistants are well deployed. In class, they offer good support to pupils, especially those with special educational needs and/or disabilities, so that they progress well. In addition, some assistants make effective wider contributions through their specialist coordinator roles, for example to support those pupils who are learning English as an additional language. In lessons, teachers often use assessment information well, for instance by directing more challenging questions to the most able pupils. However, the marking of pupils' work in mathematics does not consistently provide advice about improvement. Although the school sets targets, not enough use is made of them in mathematics to clarify for pupils the next steps in their learning.

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The curriculum is carefully planned to develop basic skills, but also to ensure a good balance and good links between subjects, and to motivate pupils. The Basic Skills Quality Mark attests to the school's good focus on pupils' skills in literacy and numeracy. Pupils also have good opportunities to apply their skills in information and communication technology (ICT) in other subjects. Lessons in personal, social and health education support their personal development well. The good deployment of a teaching assistant in the specialist coordinator role enables the school to offer French to pupils in Years 3 to 6. Partnership work extends the school's provision well, for example through the inclusion of lacrosse and rugby in the sports programme. The curriculum is considerably enhanced by themed events, such as the National Gallery's imaginative 'Take One Picture' initiative, in which all classes participate. In Years 4 and 6, the visits programme is extended to include residential experience, in which the school makes every effort to ensure that pupils from all backgrounds are involved. There is good participation in the wide-ranging programme of extra-curricular activities.

The school's environment is welcoming for pupils and parents. Staff are strongly committed to the caring ethos, and make good provision to meet pupils' needs. Good arrangements smooth pupils' transition from Reception to Year 1, and to secondary education. Sensitive and supportive help is given to vulnerable pupils and their families, as several parents and carers gratefully acknowledge. In cooperation with the home link support worker, the school has developed a range of strategies resulting in better attendance. The breakfast and after-school clubs serve healthy food and provide good facilities for those who attend.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior team offers committed leadership which results in the clear sense of direction for the school. Furthermore, the school's status as an Investor in People provides evidence for the capacity to secure good staff collaboration with the leadership. Well-organised systems are used to track pupils' progress and to check the quality of provision, with the assistant headteachers acting as the leaders of English and mathematics. To date, there has been more impact in English than in mathematics. However, since the return from leave of the mathematics leader, the school has focused intently on improving progress in this subject, though it is too soon to judge the impact.

The governing body meets all statutory requirements. Governors have a clear understanding of the school's strengths and weaknesses, and offer good support and challenge to the leadership team. The positive questionnaire responses of most parents

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and carers attest to their good engagement with the school. Parents and carers also appreciate the approachability of school staff. The school's leadership is committed to the promotion of equal opportunities and tackling discrimination. This leads to good participation by pupils who may be vulnerable. There are no significant differences in performance by different groups of pupils.

The school has assessed its provision for community cohesion, and has developed a clear plan of action. The contributions that are made at the levels of the school itself and of the local community are well developed. However, the school acknowledges that pupils do not have sufficient opportunities to reflect on life elsewhere in the United Kingdom and in different societies in the world, though a link with an orphanage in Kenya has been established. At the time of the inspection, the school's procedures met all the requirements for safeguarding. Arrangements are robust, and where necessary, there is good collaboration with external agencies. The implementation of policies for child protection, anti-bullying and race equality, and risk assessments, safeguards pupils very effectively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The good relationships with adults ensure that children quickly adapt to life in school. They show positive attitudes and behaviour, and listen well, because expectations are clearly set. As a result, children become confident and well-motivated learners, who know how to take turns and make choices. They play safely, and follow adults' instructions. 'Wake Up and Shake Up' sessions and eating fruit at snack times promote healthy lifestyles. The activities that are available indoors and in the spacious outside area give them ample opportunity to take the initiative. Children respond well to the good opportunities for speaking and listening, for example in discussing the work of librarians

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and doctors. There is encouragement to become more independent, for instance through tidying up. Children's achievement is satisfactory, and best in early learning in mathematics and in physical development. They enter Year 1 with knowledge and skills that are broadly typical for their age, except in reading and writing, where too many do not reach the expectations for their age.

The teaching and curriculum in the Reception classes are satisfactory, and have some good features. Discussions are adeptly handled and encourage children's reasoning and their language development. The teachers and assistants collaborate well. Good account of children's interests is taken in planning new work. Staff use assessment information well to build up children's records of achievement. However, they do not make as much use of this information as they could to improve children's progress in reading and writing.

Leadership and management are satisfactory. Children benefit from the good induction programme in the summer before they start school. This was well illustrated by the parent who wrote, 'My son is extremely settled at Beaufort due to the fantastic preparation the teachers did last year.' The school is aware from its self-evaluation that children's achievement is lower in reading and writing by comparison with other areas, and is taking action to address this weakness. However, it is too early to judge the impact.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a high rate of return of completed questionnaires. Most parents and carers feel that the school promotes a healthy lifestyle, and almost all also feel that the school keeps their child safe. The great majority believe that the quality of teaching is good. Most feel well informed about their children's progress, and think they are making enough progress. The great majority judge that the school deals effectively with unacceptable behaviour. Inspectors endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beaufort 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 139 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	57	58	42	1	1	1	1
The school keeps my child safe	89	64	46	33	3	2	0	0
My school informs me about my child's progress	42	30	85	61	10	7	1	1
My child is making enough progress at this school	52	37	78	56	6	4	1	1
The teaching is good at this school	67	48	65	47	4	3	0	0
The school helps me to support my child's learning	58	42	67	48	12	9	1	1
The school helps my child to have a healthy lifestyle	62	45	69	50	4	3	2	1
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)	46	33	71	51	5	4	1	1
The school meets my child's particular needs	55	40	76	55	4	3	1	1
The school deals effectively with unacceptable behaviour	59	42	67	48	7	5	3	2
The school takes account of my suggestions and concerns	39	28	82	59	6	4	2	1
The school is led and managed effectively	66	47	59	42	6	4	1	1
Overall, I am happy with my child's experience at this school	65	47	66	47	4	3	1	1

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



4 March 2011

Dear Pupils

Inspection of Beaufort Community Primary School, Woking GU21 3RG

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire.

We think that Beaufort Community Primary is a good school.

These are the positive things about your school

- Your school is very welcoming and sets a positive climate for your learning.
- The headteacher and other leaders are good at their jobs and know how to improve your school.
- All the adults take good care of you.
- Your understanding of healthy lifestyles is good, and you feel very safe at school.
- Your contributions to the school and to the community are good.
- You enjoy school, listen and cooperate well in lessons and behave well.
- The teaching is good, and the school has made the curriculum interesting for you.
- Your achievement is good. You make good progress so that by the end of Year 6, your attainment is broadly average, though better in English than in mathematics.
- You participate well in the good range of extra-curricular clubs.
- Most of your parents are very pleased with your experience at the school.

What your school needs to do now

- Help you to raise your attainment in mathematics by making sure that teachers' marking tells you what you need to do to improve, and by making better use of targets to show you the next steps in your learning.
- Help children in the Reception classes to improve their achievement in reading and writing by making greater use of teachers' records of their progress.
- Improve attendance at your school so that it is at least average.

You can help by continuing to work hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead inspector

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