

# Beaumont Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	133605
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	360544
<b>Inspection dates</b>	24–25 March 2011
<b>Reporting inspector</b>	Nick Butt

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	138
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Byrne
<b>Headteacher</b>	Stella Burton
<b>Date of previous school inspection</b>	6 November 2007
<b>School address</b>	Durrant Road Hadleigh, Ipswich IP7 6GD
<b>Telephone number</b>	01473 825120
<b>Fax number</b>	01473 829997
<b>Email address</b>	beaumontcpschool@hotmail.com

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## Introduction

This inspection was carried out by two additional inspectors. The inspection team visited 11 lessons and observed six teachers. Inspectors held meetings with members of the governing body, staff, and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by the parents and carers of 86 pupils, as well as those from staff and pupils.

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

- How has the provision of information and communication technology (ICT) improved since the last inspection?
- How effectively do teachers use data to plan work that challenges all pupils?
- How closely do the Nursery and Reception classes work together, and how effective are leadership and management of the Early Years Foundation Stage?

## Information about the school

Beaumont is smaller than the average primary school. Most pupils are from White British backgrounds. A very large majority of pupils come from service families. The proportion of pupils known to be entitled to free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is high. The number of pupils joining and leaving the school outside normal times is very high. The school has Healthy Schools status and the Activemark award. It is noted for its environmentally friendly building that includes a wind turbine. The headteacher is a local leader of education and supports other schools for part of each week.

**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

Beaumont Community Primary is a good school. It enables its pupils to make good progress and has effective systems in place to manage the high levels of pupil movement. It predominantly serves families with one or both parents and carers employed in the armed forces, meaning that many pupils do not remain at the school to the end of the key stage, and many have attended several schools in the United Kingdom and abroad before joining Beaumont. Attainment is broadly average in English and mathematics, although there are fluctuations within year groups. The large numbers of pupils who join the school with special educational needs and/or disabilities are supported well, often reaching national expectations.

Children make a good start in the Nursery and Reception classes, from skills on entry that are often below the expectations for their age. They settle quickly and benefit from a wide range of interesting activities that promote their early literacy and numeracy skills. However, the lack of a designated leader of the Early Years Foundation Stage means that inconsistencies exist in the provision and the drive for improvement is not so evident as in the rest of the school.

Teaching is good overall, with good use of resources, including ICT, to make lessons interesting and engaging for pupils. Pupils respond by showing enthusiasm for their learning. Lessons have clear objectives and pupils understand the purpose of their learning. Occasionally, opportunities are missed to involve pupils more in discussing ideas and in taking an active role in lessons. Interventions are successful in accelerating pupils' progress, especially in writing and mathematics. Teachers use data well to identify pupils at risk of falling behind and to provide support for them. However, they do not always use data to plan work that challenges all pupils, especially the more able, fully. The use of ICT across the curriculum has improved since the last inspection and is now good. Pupils have more access to computers and use a range of programmes to develop their skills. They benefit from regular visits to places of interest and there is a high take-up of the many clubs on offer.

Pupils say they feel safe at school, a view strongly supported by parents and carers. Junior 'road safety officers' play an active role in ensuring pupils are safe coming to school. Over 90% of pupils walk or cycle to school. In this and other ways pupils adopt a healthy lifestyle outstandingly well. They have a very good understanding of healthy choices and grow their own vegetables on an allotment. Pupils make an outstanding contribution to the school and the wider community, for example through organising 'care boxes' to be sent to troops serving in Afghanistan. They enthusiastically take on responsibilities around the school and share their views about their learning and local topics of interest, such as whether the town should have a superstore.

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The headteacher leads the school well, giving staff a clear vision and sense of direction that promotes improvement and builds a united team spirit. Self-evaluation is accurate, based on thorough monitoring that involves all leaders and managers. The governing body supports and challenges the school well, bringing a high level of expertise. The school has made good progress since its last inspection, with better provision and rising attainment, and is well placed to sustain good improvement in the future.

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

- Strengthen the consistency of good teaching by:
  - using data to plan work that challenges all pupils, especially higher attainers
  - ensuring pupils are actively involved in learning through purposeful discussion and practical activity.
- Improve the leadership and management of the Early Years Foundation Stage by:
  - ensuring there is designated leadership to provide strategic drive and direction
  - promoting consistency of approach and more joint working between the Nursery and Reception classes.

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

**2**

Pupils make good progress and enjoy their learning. For example, Year 6 pupils were fully engaged working on the computers, using a self-correcting mathematical programme that enabled them to work at just the right level. They can also access this programme at home, and their confidence with calculation has increased as a result of using it regularly. Pupils in Years 1 and 2 enjoyed discussing their working out of money problems with their classmates. There are good opportunities for pupils to discuss their learning in detail, but this is not consistent in every class. Attainment has been rising, particularly in writing, which has been a focus for improvement. Pupils now have more opportunities to talk about their writing and to write at length. Pupils with special educational needs and/or disabilities make good progress because they are given challenging tasks based on their prior attainment. A skilled team of teaching assistants supports these pupils well. Their progress is tracked and data is used effectively to plan future work for them. Pupils who join the school during the key stage settle quickly, and achieve as well as their classmates, as their needs are met promptly.

Pupils are considerate towards one another and behave well. New pupils are made to feel welcome. As one pupil said, 'everybody's friendly here'. Pupils are active on the school council and as sports leaders. There is a thriving eco-group which monitors the school's energy conservation and recycling. Pupils recently took part in a local civic service, and are heavily involved in the life of the town. Attendance is broadly average and is affected to some degree by service families needing time together before and after postings to war zones. Pupils take on new experiences willingly, such as an exchange visit to France as part of an international project involving pupils from several different countries. Their spiritual, moral, social and cultural development is good. Their average basic skills prepare them satisfactorily for the next stage of their education.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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>

<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

## How effective is the provision?

Positive relationships between pupils and adults help pupils to make good progress and to enjoy their learning. They are very clear about their tasks and work purposefully. Teaching often involves them well in their learning, with interesting discussions and sensitive questioning, as for example when pupils in Years 1 and 2 shared what they knew about Jesus, his life and his teaching. Occasionally, opportunities are missed for pupils to explore their ideas, or reliance on worksheets as the sole resource limits their approach to problem-solving. Pupils are given good guidance in how to improve their work, and know their individual targets. Teachers generally have a good understanding of pupils' performance and use data to plan suitably challenging tasks for them. However, on occasion higher-attaining pupils are given work to do that is too easy.

The curriculum meets pupils' needs well. They have plenty of opportunities to practise their skills in literacy, numeracy and ICT in different subjects. Pupils in Year 4 and 5, for example, created spreadsheets to show how the pulse rate varies during exercise. Enrichment is good, with plenty of clubs and visits for pupils to enjoy. An international project that focused on food around North Sea countries gave pupils many memorable experiences, as they exchanged ideas with pupils abroad. The school is a caring community. One parent summed up the views of many, saying 'Beaumont school is like an extended family to my child; she is encouraged and supported to develop to the best of her ability both academically and socially in a safe, caring and inspiring environment'. The

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school runs a drop-in club for pupils who have a parent posted on active service to offer support and reassurance. There are strong links with a local pupil referral unit and outside agencies including the social care and primary inclusion team. The school has had particular success with pupils whose circumstances make them vulnerable, and has seen rapid improvement in their self-esteem and progress. Pupils having one-to-one support said how much it boosted their confidence and equipped them for coping better in the classroom.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	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>2</b>

## How effective are leadership and management?

The headteacher's drive for improvement is supported by all staff, with demonstrable progress in raising attainment in writing as well as recent gains in mathematics. Rigorous monitoring is ironing out inconsistencies in teaching and learning. A concise single plan focuses on the key areas for improvement, fed by accurate self-evaluation. Subject leaders play an active role in school development and have a good knowledge of their areas of responsibility. Governance is good. The governing body brings a wide range of expertise and provides a clear strategic view. For example, the release of the headteacher to support other schools has been beneficial in creating opportunities for further staff development at Beaumont.

The school promotes equality well, ensuring there are no gaps in performance between different groups of pupils through careful monitoring of data. Where interventions are put in place, for example providing one-to-one support, or additional help in mathematics, pupils' progress is accelerated. Safeguarding arrangements are good, with training up to date and meticulous records kept. All staff are vigilant, resulting in pupils and parents reporting how safe the school feels. The school promotes community cohesion well, with a thorough action plan in place, reaching out effectively to its local community, and with strong links with European schools and a contrasting multi-cultural school in the United Kingdom. Plans are underway to develop links with a school further afield, in Africa.

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*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**

Good provision ensures that children make good progress in the Nursery and Reception classes. Teaching is particularly good in Reception, with purposeful activity linked to a theme, such as the zoo: children enjoyed making up alliterative phrases like 'terrifying tigers' and 'grumpy gorillas'. Routines are well established. In the Nursery, for example, children were happy to tidy up after themselves; and in Reception, children sat quietly for a class assembly, when they sensitively discussed how to deal with disagreements. Although the two classrooms are adjacent and could share the outside area, there is not enough joint working and approaches to outdoor play are inconsistent. For example, during the inspection Reception children moved freely in and out of the classroom, but Nursery staff chose not to allow the Nursery children to go outside until later in the morning, despite the glorious weather. Although management of the Early Years Foundation Stage is good in several respects, leadership is not clearly designated, which means there is a limited strategic overview and the drive for improvement is not as strong as in the rest of the school.

Assessment procedures are thorough, and staff know the children well, responding positively to their ideas. There are good links with parents and carers.



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*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	3

## Views of parents and carers

The proportion of parents and carers who returned questionnaires was above average. Parents and carers generally support the work of the school. All those who responded agreed that the school keeps their children safe and promotes healthy lifestyles. The vast majority agreed that their children enjoy school and that teaching is good. A few expressed concerns about how well the school keeps them informed, how the school deals with unacceptable behaviour, and how much regard it pays to their suggestions. Inspection findings were that the school keeps parents and carers well-informed about how their children are progressing, that behaviour is managed well and that the school takes into account the views of parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Beaumont 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	69	26	30	1	1	0	0
The school keeps my child safe	58	67	28	33	0	0	0	0
My school informs me about my child's progress	43	50	34	40	6	7	2	2
My child is making enough progress at this school	40	47	40	47	5	6	0	0
The teaching is good at this school	41	48	37	43	3	3	0	0
The school helps me to support my child's learning	44	51	36	42	4	5	0	0
The school helps my child to have a healthy lifestyle	46	53	39	45	0	0	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)	45	52	34	40	3	3	0	0
The school meets my child's particular needs	42	49	37	43	4	5	0	0
The school deals effectively with unacceptable behaviour	35	41	39	45	7	8	0	0
The school takes account of my suggestions and concerns	35	41	36	42	7	8	0	0
The school is led and managed effectively	48	56	31	36	4	5	0	0
Overall, I am happy with my child's experience at this school	45	52	37	43	4	5	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 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](http://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"><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 pupils' 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.**



28 March 2011

Dear Pupils

**Inspection of Beaumont Community Primary School, Hadleigh, IP7 6GD**

Thank you for making us welcome when we visited your school and for sharing your views with us, both through our meetings with you and through the questionnaires that you completed. We agree with you that Beaumont is a good school and has many strengths. Here are some of them.

You make good progress in your work.

You care for one another and your behaviour is good.

There are plenty of clubs and visits for you to enjoy.

You have an excellent understanding of how to keep healthy.

You contribute extremely well to the school and to the local community.

The teaching is good and makes learning enjoyable.

The school cares for you well, especially when you are facing problems.

Miss Burton and her senior staff lead the school well.

There are a few things the school could do better. We have asked your teachers to make sure the work challenges you and that you are always busy in class discussing your learning or doing interesting activities. We have asked the school to make sure somebody is in charge of the Early Years Foundation Stage to help the Nursery and Reception classes work more closely together to get even better.

You all can help by doing your best and helping your friends. Our best wishes for the future.

Yours sincerely

Nick Butt

Lead Inspector

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