

Viscount Beaumont's Church of England Primary School

Ashby Road, Coleorton, Coalville, LE67 8FD

Inspection dates

3–4 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress across the school.
- Attainment at the end of Key Stage 2 is above average and pupils are well prepared for the next phase of education.
- The quality of teaching is good, and is improving strongly. As a result all groups of pupils achieve well, regardless of their background or ability levels.
- The teachers benefit from innovative training to improve their skills.
- Leadership and management are good. The headteacher's inspirational leadership has led to significant improvements in both teaching and learning.
- Pupils' good behaviour contributes to the calm, purposeful atmosphere in classrooms. They feel safe in school.
- Attendance is above average. Pupils enjoy coming to school and are keen to learn.

It is not yet an outstanding school because

- In a few lessons, teaching is not sufficiently stimulating to promote rapid learning.
- Pupils are not always encouraged enough to learn without adult support and direction, or to use creative ways such as artwork to express their learning.
- Governance is good in most respects, but the governors' capacity to help move the school up to the next level is limited by too many vacancies on the governing body.

Information about this inspection

- The inspector observed eight lessons taught by five teachers. Two of these lessons were observed jointly with the headteacher. A number of shorter visits to classrooms were also conducted.
- Meetings were held with the headteacher, staff, a representative of the governing body, a group of pupils and a representative of the local authority.
- The inspector observed the school's work, heard pupils read and scrutinised pupils' work. She looked at a range of documents, including the school's own self-evaluation and school development plan, monitoring and assessment data, minutes of governing body meetings and safeguarding documents.
- The inspector took account of the 16 responses received through the online questionnaire (Parent View) and spoke informally with parents and carers on the school playground as they brought their children to school.

Inspection team

Christine Merrick, Lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller-than-average school where most pupils are of White British heritage and all pupils speak English as their first language.
- There are currently no pupils for whom the school receives additional income (the pupil premium).
- The school has a very small Early Years Foundation Stage class and three other mixed-age classes.
- The proportions of disabled pupils and those who have special educational needs supported at school action, and at school action plus or with a statement of special educational needs, are below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by:
 - ensuring that teachers are more selective in their use of teaching strategies so that pupils experience a greater variety of inspirational approaches
 - providing greater opportunities for pupils to take responsibility for their own learning in class
 - including a wider range of creative experiences so that pupils develop the capacity to express their understanding in many different ways
 - further developing opportunities to share best practice with colleagues from similar small schools.
- Ensure that the governing body has a full complement of members, so that governors increase their capacity to hold the school to account robustly.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement in reading, writing and mathematics has improved significantly since the last inspection. The most recent results show that middle-ability pupils are doing particularly well.
- Children start in the Early Years Foundation Stage with attainment that is in line with expectations for their age. They make good progress because they are happy and secure and the adults meet their needs well. This progress is sustained through Key Stages 1 and 2, where teaching is usually good.
- Pupils typically make good progress in lessons because they are attentive and enthusiastic learners. They are eager to learn and enjoy talking about the work that they are doing. This is reflected in the quality of work seen in their books. For instance, in Year 2 pupils write at length and by Year 6 they can use many styles of writing effectively.
- Pupils of all ages are keen readers. They learn to link sounds and letters early through effectively focused teaching sessions and apply this skill well. Reading standards are above average. Parents provide good support and pupils talked excitedly about the favourite characters they came dressed as in book week.
- Disabled pupils and those who have special educational needs make good progress. They are quickly identified and their work is tracked closely. The resulting support, including that provided by other adults such as teaching assistants, is well focused. Teachers receive feedback from small group work, and use this to inform future learning.
- Pupils have a good understanding of a range of cultures and religions as a result of visits to different places of worship and links to other countries such as Tobago. They have a well-developed understanding of right and wrong and show a caring and respectful attitude to others.

The quality of teaching is good

- Teaching is good at all stages. This is because teachers have good levels of knowledge and assessment processes are very well developed. Not only do teachers assess work against carefully agreed criteria, but pupils are also involved in using these to assess their own work and that of their classmates. Marking helps pupils to focus on future learning and teachers follow up advice given.
- Targets are used consistently well across the school. Systems for ensuring that pupils know how well they are doing, what they need to do next and the level they are expected to reach are very strong. Pupils understand their targets, refer to them often and can clearly articulate what they are trying to achieve in any piece of work.
- Relationships are very positive. All staff know the children well. The atmosphere in school is one of mutual respect, where all pupils are included and supported with no hint of discrimination. As a result disabled pupils and those who have special educational needs are able to participate and achieve as well as their peers.
- Teachers interest and motivate children. For instance, 'Inspiration days' include visits to a variety of places such as Bosworth Field, and these are used to trigger work on topics. Technological resources such as e-readers, digital cameras, videos and computers are used well to support

learning and older pupils maintain blogs about their work.

- Teachers use a wealth of resources to support learning. These include punctuation reminders, examples of vocabulary and guidance for writing. Teachers are not always selective enough in their use, and reference to them sometimes dominates lessons, slowing the pace and making lessons repetitive.
- Homework focuses on projects where pupils have choices so that they can research and present topics in an individual way. Teachers do not give pupils sufficient opportunities to do this in class, and teaching sometimes becomes overly directed.

The behaviour and safety of pupils are good

- Behaviour is usually good, and on occasions it is outstanding. In assembly pupils are quiet and respectful. They listen carefully, reflect on ideas presented and sing joyfully. In lessons they settle to work quickly, apply themselves well and take great pride in their work.
- Pupils with behavioural difficulties are well supported. The school works effectively with families and external services. It is successful in managing and changing some pupils' behaviour so that they are better able to access work in school and manage their relationships with other children.
- Pupils say that they feel safe in school, and their parents and carers agree. They understand about issues such as e-safety and how to keep themselves safe in a variety of situations. They demonstrate care for each other.
- Some parents and carers, children and staff said that the behaviour of some pupils is not always as good as it could be. However, most feel that when behaviour falls below the usual high standard this is dealt with well, and there are few cases of bullying. Pupils said that systems for managing behaviour do work and they appreciate the rewards for good behaviour.
- Attendance is above average. Parents ensure that pupils come to school punctually and support the attendance policy well. Parents and pupils appreciate an environment where everyone knows everyone else and, as one child said, 'Everyone is friendly and it's great.' This is evident in the way older pupils are mindful of the needs of younger children on the playground.
- Attitudes to learning are good. Pupils regularly complete homework and enjoy the monthly challenge of completing a personal project related to the current topic. They see school as 'exciting' and 'interesting' and are eager to learn. They know their targets and are determined to succeed.

The leadership and management are good

- The headteacher provides excellent direction for the school. She has resolutely focused on raising the quality of teaching and learning, and brought about significant improvements in both. She has high expectations of teachers and pupils and encourages teachers to take responsibility for leading initiatives themselves.
- School leaders have successfully addressed the issues identified at the last inspection. Teaching is much improved, with good quality questioning extending pupils' thinking and effective guidance ensuring pupils understand next steps in learning. The work of subject leaders has been strengthened substantially and staff work together well.

- Leaders and managers at all levels, including the governing body, understand the school's strengths and areas for development well. They are able to identify appropriate priorities for the school and successfully monitor and evaluate improvement plans.
- Systems for monitoring assessment data are rigorous. In regular pupil progress meetings, the work of individuals is discussed and reviewed so that they stay on track to meet the demanding targets that are set. Anyone beginning to slip behind is quickly identified and supported.
- Targets set for teachers are closely linked to the performance of their pupils. In addition to substantial leadership training for middle managers, the staff engage in regular training activities. They act as critical friends to each other, observing each other's work and discussing the effectiveness of approaches. This has proved extremely successful in bringing about change, and is beginning to be extended to sharing experiences with other similar schools.
- Leaders are well aware of the importance of challenging all kinds of discrimination. They challenge the inappropriate use of language and ensure that pupils understand the importance of respecting difference.
- The local authority has provided substantial support to the school in improving teaching and raising achievement. This has included support in the Early Years Foundation Stage, across the school in developing environments to support reading, and through the 'Achievement for All' project. The school appreciates this support and has welcomed the local authority's involvement.
- **The governance of the school:**
 - ensures that safeguarding requirements are met in full
 - monitors the work of the school closely, and provides good support and appropriate challenge
 - has ensured that effective targets are set for the performance of all staff, including the headteacher
 - is constrained by a number of vacancies on the governing body that have not been filled for some time.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120194
Local authority	Leicestershire
Inspection number	401913

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Alison Vann
Headteacher	Carolyn Lewis
Date of previous school inspection	18 May 2010
Telephone number	01530 412480
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