

Beaufort Community Primary School

Hampshire Road, Derby, DE21 6BT

Inspection dates 22–23 January 2013

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils achieve well and they make good progress as they move through the school.
- There is a strong focus on developing speaking, listening, reading and writing skills to ensure pupils can learn effectively.
- Effective use is made of teaching assistants who are well briefed and offer good support to individuals or groups of students who are falling behind in their work.
- Pupils' well-being is given a high priority. Pupils are well cared for and kept safe.
- Governors provide effective support and challenge to the school and ensure it is well run.
- Teaching is consistently good and supports the good progress that the majority of pupils make from very low starting points.
- Good classroom management results in good behaviour and supports learning well.
- Pupils have very positive attitudes to their work and enjoy coming to school to learn.
- The headteacher and deputy provide strong leadership that is firmly focused on improving the life chances of the pupils in their care. The management and monitoring of teaching and learning are good.

It is not yet an outstanding school because

- Marking of pupils work is not consistent across the school. Pupils are not always provided with clear guidance on how to improve their work.
- Teachers have received little training in subjects other than literacy and numeracy and, as a result, are less secure in delivering some other areas of the curriculum. Provision in these subjects lacks rigour and is not consistent.

Information about this inspection

- Inspectors observed all the teachers in the school. In total, 18 lessons, including intervention sessions where pupils were developing their speaking, listening and writing skills, were observed. Five of these lessons were joint observations with the headteacher or deputy, who were also observed reporting back to teachers on the quality of their teaching. A whole school assembly was also attended.
- The inspectors spoke to teachers as well as members of the governing body. They also heard some pupils read and talked to them about their reading habits. In addition, formal and informal discussions were held with pupils. A discussion was also held with a representative of the local authority.
- Inspectors observed the work of the school and looked at a range of evidence, including pupils' work. A range of documents was scrutinised, including information relating to the pupil premium (additional government funding), teachers' performance, safeguarding procedures, minutes of governing body meetings, the school's self-evaluation and improvement plan, monitoring and evaluation records and the data tracking pupils' progress.
- Inspectors were unable to gain any information from Parent View, the online questionnaire for parents and carers, since insufficient replies had been posted. The inspectors did, however, take account of the school's analysis of information gathered through their own survey of parents and carers. The questionnaires completed by 22 members of staff were also taken into account.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Leszek Iwaskow, Lead inspector

Her Majesty's Inspector

Aileen King

Additional Inspector

Patrick Walsh

Additional Inspector

Full report

Information about this school

- The school is larger than the average primary school.
- Most of the pupils are of White British origin.
- The percentage of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is very high and over twice the national average.
- A well above average percentage of pupils are supported through school action. The proportion supported through school action plus or with a statement of special educational needs is above average.
- Increasing numbers of pupils join the school during the school year. Many of these have complex emotional or personal issues which have interrupted their education.
- The school is an extended school and provides a range of services and activities, often beyond the school day. This includes affordable childcare for eight pupils in the nursery as well as a breakfast club and other after school clubs.
- The school holds the Healthy Schools award.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve provision and pupils' attainment in subjects other than literacy and numeracy by:
 - providing appropriate training for teachers to ensure that they are secure in delivering the broad range of subjects effectively
 - making use of the training, resources and advice offered by the various subject associations to provide subject leaders with the knowledge and expertise to enable them to offer appropriate advice to their colleagues on how to further improve their planning and practice.
- Ensure that marking across the school consistently focuses on providing simple, but clear, guidance to pupils to inform them of what they need to do to improve their work.

Inspection judgements

The achievement of pupils is good

- Pupils are achieving well and make good progress as they move through the school. There is a strong commitment to providing all the pupils with a good start in life. There is a particular emphasis on developing communication skills to enable pupils to become better learners.
- Children enter the nursery with very weak personal development and poor communication skills. Speech and language are particularly weak. It is often difficult to understand what they are saying because they mainly use single words and do not speak in sentences.
- Staff work hard at developing language and vocabulary with good levels of interaction, effective use of storytelling and specific questioning. As a result, children's comprehension and appropriate responses develop well. Whatever their starting points, the greater majority make good, and sometimes very good, progress and reach expected levels. In the recent national test at the end of Year 1, pupils did well and attained results slightly above the national average.
- By the time they leave the Reception class, children are developing their skills in word recognition well and their spoken language is much clearer. They visibly grow in confidence and this is reflected in the way they make good eye contact with adults. Faces frequently light up in smiles.
- The school monitors pupils very effectively and projections show that a strong basis has been established which should result in higher attainment in the future. For example, in the lower school pupils are actively encouraged to develop their speech through active participation in order to build up their self-confidence and esteem. The impact of this is well evidenced in older pupils who are all willing and eager participants in class questioning and discussion.
- Mobility is a key factor which has impacted adversely on some outcomes, particularly in Key Stage 2. Given their starting points, good progress continues through Years 1-6 for the greater majority of pupils, especially those who have been at the school for some time.
- Evidence from lesson observations shows that most pupils are making consistently good progress. For example, in a lower set mathematics group in Year 1/2, the younger pupils were working at higher than expected levels because they had been extensively challenged. Year 2 pupils in this class had fallen below levels expected for their age but through intensive support had caught up and were now in line with expected standards.
- The school faces considerable challenges with many of their pupils but ensures the greater majority achieve well due to good levels of focused support and effective intervention. As a result, disabled pupils and those with special educational needs achieve well. The school is not complacent and fully recognises there is still more work to be done. For example, weaknesses in reading at Key Stage 1 have been identified and are being addressed. Reading is carefully monitored and prioritised. As a result, these younger pupils are becoming more fluent readers with increased levels of comprehension.
- Equally, weaknesses in outcomes in mathematics in Key Stage 2 are also being challenged with the same vigour and improvements are moving at a good pace. Weaker performance in the foundations subjects such as history, geography, art and design and technology has also been recognised.

- Very effective use is being made through strategies, mainly funded through the pupil premium initiative, to support those pupils in danger of falling behind in their work as well as those with specific learning difficulties or needs. As a result, pupils entitled to free school meals frequently outperform their peers.

The quality of teaching is good

- Teaching is consistently good and sometimes outstanding throughout the school. Teachers work hard to ensure that pupils are given the best possible attention and support to enable them to progress.
- Teachers are dedicated and this shows in the enthusiasm they generate from the pupils during lessons. Inspectors noted the very good relationships in lessons, with pupils engaged and motivated. They were often greeted with a forest of hands from pupils eager to provide answers to the teacher's questions.
- In lessons, questions are carefully crafted to encourage pupils to think and develop their language. Speaking is actively encouraged with pupils' language development being well supported by staff, including teaching assistants, who reinforce vocabulary effectively. Activities are carefully chosen to encourage conversation. There is a real vibrancy in the interaction between adults and pupils.
- In the Early Years Foundation Stage classes, teaching is strongly focused on developing communication and personal independence. Children access a range of activities in many ways and resources are well presented for creative work. Children behave and respond well because of the respectful and trusting relationships which have been established and maintained. A great deal of inquisitive chat and cooperative play emanate from the well-planned activities provided.
- Planning is good and well organised with activities meeting the needs of the whole class, groups or individuals. Staff have a good understanding of pupils' individual learning abilities and adjust lessons accordingly. For example, in one outstanding Year 5/6 literacy lesson, the teacher had clearly taken note of pupil responses from the previous day and had adapted her plans because she recognised that the way pupils had approached the activities previously was better suited to descriptive writing than composing a poem. Using their descriptive imagery of Mount Everest, she was able to assess their understanding of literary devices such as similes, prepositional phrases, subordinate clauses and adjectives. Pupils were able to show their excellent understanding through well-reasoned responses to her questioning.
- Teachers have good classroom management skills which contribute strongly to pupils' excellent behaviour and ensure that there is a real atmosphere for learning in all classrooms. Pupils' levels of enjoyment are clearly evident with teaching strategies well refined to keep them engaged and on task.
- Clear modelling by teachers of what is expected means that pupils are confident about carrying out the task set. Effective use is also made of teaching assistants who are well briefed and able to support individuals or groups of pupils.
- Almost all the lessons observed were characterised by a good pace of learning and a strong level of challenge. This ensured pupils' interest was maintained and they clearly enjoyed their learning. However, on a few occasions, the rapid questioning did not allow some pupils sufficient

time to reflect on, or consolidate, what they were learning.

- Teachers' subject knowledge and expertise is very good in literacy and numeracy but can be less secure in other subjects. Although teachers use their good generic skills to produce well planned activities, the outcomes for pupils sometimes are not as good as they should be because teachers lack the expertise to choose the best resources or to use these to best effect.
- Pupils' work is always marked. The best quality marking corrects mistakes, offers praise and provides clear guidance on what aspect the pupil should concentrate on if he, or she, is to improve. However, practice is inconsistent with often too much praise rather than guidance being given, especially to less able pupils. Equally, outside literacy and numeracy, teachers sometimes lack the subject expertise to be able to securely indicate the next steps in learning.

The behaviour and safety of pupils are outstanding

- Pupils have a very positive attitude to their work and each other. They show respect to each other and to adults, both staff and visitors.
- There is a very positive and calm atmosphere around the school. Pupils hold very positive views about their school, behaviour and learning. One Year 3 pupil commented that 'our school is like a big smile', which was reflected in the many happy smiling faces inspectors observed in lessons, the corridors, dining room and elsewhere around the school.
- Pupils who have had experience of other schools comment positively about the emphasis on community and belonging. They are happy to have moved to Beaufort. 'We look after each other' was a common comment.
- Behaviour observed in and out of lessons is consistently good and often impeccable. During the inspection, the inclement weather meant that no outside play was possible. Break times and lunchtimes were limited to indoor activities. Pupils were well managed and a range of games and resources was made available. Their behaviour was exemplary throughout.
- Pupils enjoy coming to school. They arrive in school calmly and sometimes early. They are quickly settled and ready to focus on the day's work. Movement from teaching rooms to assembly is orderly and well supervised. This is also the norm between lessons.
- There are clearly established behaviour routines and these allow effective learning to take place. Pupils demonstrate a consistently positive attitude to learning and remain on task through periods of individual or group work.
- Attendance was a point for improvement at the last inspection. Pupil premium money has been spent effectively to recruit a home liaison officer, one of whose tasks is to work with families of pupils whose attendance is not good. Attendance has steadily improved and currently is better than the national average.
- Pupils' well-being is given a high priority. Pupils have a good awareness of different forms of bullying. They state that 'bullying is not an issue' and would be dealt with quickly if it occurred. They are well supported by adults if they have a worry and 'there is always someone to talk to'. They know how to keep themselves safe when using the internet and when travelling and playing in the neighbourhood.

- There were insufficient responses on Parent View but the school's own survey indicates that parents and carers have a positive view of the school and feel that it provides a safe environment in which their children can learn.

The leadership and management are good

- The headteacher and deputy provide strong leadership that is focused on making a difference to the lives of the pupils in their care. They are aware that they are working in a challenging environment but equally have faith in their staff and the potential of the pupils to ensure that the school is a success academically.
- Leaders have a clear vision of the way forward tempered with a realistic view of what best suits the needs of the pupils. They understand that not everything can be tackled immediately and have identified clear priorities. They have established a strong team of dedicated teachers and support staff and tackled the need to focus on developing pupils' communication skills, such as their speaking and listening, reading and writing, to enable them learn effectively.
- There is an awareness of weaknesses, for example in aspects of the curriculum, which still need to be addressed. There is a clear understanding that subjects other than literacy and numeracy need investment in terms of teacher training, planning and appropriate resources to enable pupils to transfer and practise their skills in a range of interesting contexts.
- The curriculum is sound and all subjects are taught but a lack of expertise in some areas means that the delivery and learning are not as good as they should be. As a result, there is sometimes a lack of clarity in how pupils can build up their knowledge and understanding in some foundation subjects.
- Provision is backed by effective monitoring. The school has clear systems and procedures in place to monitor its work. When weaknesses are identified such as reading at Key Stage 1 or mathematics at Key Stage 2, the underlying factors are quickly identified and interventions are put in place to ensure that improvement quickly follows. For example, a formal review of numeracy was conducted in the autumn term. Key points for improvement emerged and the success of these is being closely monitored, with a strong focus on mental arithmetic to reinforce key skills. Intervention groups, especially in Year 6, are more rigorous and focused and there is clear evidence the additional support is having a positive impact.
- The management of teaching and learning is good. The quality of teaching is checked regularly. This enables the headteacher to manage teachers' performance well ensuring it fits in with school priorities. Sustaining and improving the quality of teaching is linked closely to pay progression and identifies individual training needs.
- Pupil premium funding has been utilised effectively to improve home–school liaison and provide additional support for pupils who are falling behind in their work. It has also been used to provide a range of enrichment opportunities during and after school. These include activities such as sport, art and homework clubs. These are well attended.
- Pupils' spiritual, moral and social development is promoted well through the caring, community atmosphere around the school. The school recognises that more needs to be done to broaden horizons and make children aware that they live in a multi-cultural society. Links with schools in contrasting localities and abroad have had mixed impact. Consideration is now being given to developing these links through the curriculum to support learning and raise awareness of the

wider world beyond Derby.

- Relationships with parents and carers are improving and there is a developing sense of partnership. For example, attendance at parents meeting has improved significantly. The home liaison officer is making links with, and providing guidance for, hard to reach parents. A variety of workshops are also provided for those families which seek help to support their children's learning.
- Until recently, the local authority has provided very limited challenge or support for the school. The appointment of a new link officer to the school has improved communication and provided more rigorous challenge but the officer has not been in post long enough to have impacted on on-going school improvement.
- **The governance of the school:**
 - Governors provide effective support and challenge to the school. Their mantra is 'value for money' and they are keen on ensuring the school is well run. This has involved opting out of local authority provision for many services including personnel and catering as well as much of their own training and support. They are well informed about current priorities and the quality of teaching and understand the emphasis on raising attainment and providing good quality teaching. They are kept informed of staff performance management and regularly monitor the performance of the headteacher. They have made informed decisions regarding staff appointments. For example, recently two newly qualified teachers were appointed out of three vacancies because it was felt that the school needed stability in staffing and had capacity to take on, and support, no more than two newly qualified teachers. They approved the appointment of a home liaison officer and additional intervention support funded by pupil premium money. Through their monitoring they are aware that this has had an impact on raising achievement, especially in literacy as well as ensuring attendance targets have been surpassed. However, they are less aware about weaker areas of the curriculum. The governors ensure they are fully up to date on training and financial and other statutory duties. Safeguarding requirements are fully met.

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	131980
Local authority	Derby
Inspection number	402526

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Libby Partridge
Headteacher	Carla Dewberry
Date of previous school inspection	1 October 2009
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