

Beaudesert Lower School

Appenine Way, Leighton Buzzard, LU7 3DX

Inspection dates 31 January–1 February 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' attainment at the end of Year 2 was significantly below average in 2011 and 2012.
- In the recent screening test in Year 1, pupils' knowledge of the sounds that letters make was well below that expected for their age.
- Teaching does not enable all pupils to make good progress in lessons, especially in Years 1 and 2. Teachers sometimes give pupils all the same work to do, so that some find it too difficult or too easy.
- On occasion, teachers do not give pupils the things they need to help them with their learning or make the best use of their teaching assistants. Although marking is helpful, pupils are not all clear about their learning targets.
- While there has been some improvement since the previous inspection, leaders have not concentrated enough on raising achievement by the end of Year 2. Most importantly, the focus on improving teaching has not been as sharp as it could have been.
- Several members of the governing body are new to their roles. They do not yet understand data well enough to support the headteacher in improving teaching and providing the further push needed to turn this into a good school.

The school has the following strengths

- Pupils are well cared for and behave well. They say that they feel safe and happy in school.
- Pupils have a wide range of interesting experiences in school and their spiritual, moral, social and cultural development is good.
- Since the previous inspection, pupils have generally made good progress in Years 3 and 4. The school has put in place a good range of support sessions, led by skilled teaching assistants, for pupils who need extra help.
- The Early Years Foundation Stage is improving and more of the teaching there is good.
- Partnership with parents is strong and nearly all who expressed their views would recommend the school to others.

Information about this inspection

- The inspection team visited 14 lessons, some jointly with the headteacher. They observed an assembly, looked at lunchtime arrangements, sampled pupils' work and listened to pupils read in Years 1 and 2.
- Meetings were held with the headteacher, other senior leaders, the literacy and mathematics leaders, the Chair of the Governing Body and a group of pupils. A telephone discussion took place with a representative of the local authority.
- Inspectors took account of the 46 responses to the online questionnaire (Parent View) and analysed questionnaires completed by 26 members of staff.
- Documents scrutinised during the inspection included the school's self-evaluation, the school development plan and information about pupils' attainment and progress. Inspectors also looked at records relating to aspects of behaviour and safeguarding, and at teachers' planning.

Inspection team

Margaret Goodchild, Lead inspector

Additional Inspector

Hermione Horn

Additional Inspector

Full report

Information about this school

- Beaudesert Lower is slightly smaller than the average-sized primary school.
- The proportion of pupils for whom the school receives pupil premium funding (additional funding allocated by the government for certain groups of pupils, in this case those who are known to be eligible for free school meals) is below average.
- The proportion of pupils of minority ethnic heritage or who speak English as an additional language is well below average.
- Although it varies somewhat from year to year, the proportion of disabled pupils and those who have special educational needs supported at school action is below average overall.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus or who have a statement of special educational needs is below average.
- There are no pupils who attend alternative off-site provision.

What does the school need to do to improve further?

- Improve the quality of teaching and increase the amount that is at least good, especially in Years 1 and 2, by making sure that teachers:
 - always match tasks to the next steps in learning for different groups of pupils
 - provide pupils with the learning resources they need to help in developing their early writing
 - only give pupils activities that contain clear opportunities for learning, especially in the teaching of reading
 - plan how they intend to use their teaching assistants and use them to best effect in all parts of their lessons
 - check that pupils are clear about their learning targets and that they know which of the targets in the fronts of their books have already been achieved.
- Raise standards across the school, especially in reading, writing and mathematics in Years 1 and 2, by:
 - strengthening pupils' knowledge of letters and the sounds that they make, and increasing their skills in using this knowledge in their reading and writing
 - providing younger pupils with clearer help in forming letters
 - increasing pupils' speed and confidence in doing mathematical sums in their heads and in remembering mathematical facts.
- Strengthen the drive for school improvement by:
 - sharpening the focus of leaders at all levels on improving the quality of teaching and making sure that all staff are clear about the most important features of good teaching
 - ensuring all leaders are trained in lesson observation and making greater use of existing expertise within the school to spread good practice amongst teachers
 - providing members of the governing body with training so that they have a thorough understanding of data and are able to use this to judge the school's effectiveness and the quality of teaching for themselves.

Inspection judgements

The achievement of pupils

requires improvement

- Children join the Early Years Foundation Stage with skills that are broadly in line with those expected for their age. The previous inspection identified the need to raise standards for girls at the end of Year 2. There is no marked difference now between the attainment of girls and boys. However, achievement requires improvement because pupils' attainment over the last two years has been significantly below the national average at the end of Year 2.
- In 2012, the attainment of pupils known to be eligible for free school meals was in line with that of similar pupils nationally. The rest of the pupils performed below average in reading, writing and mathematics. In the recent Year 1 national screening test of pupils' knowledge of the sounds that letters make (phonics), only a fifth of pupils performed in line with national expectations. These results point to clear underachievement for some pupils.
- The school has recently changed the way it teaches phonics in the Early Years Foundation Stage and this is being phased in throughout the school. Some pupils in Years 1 and 2 are at an early stage in using their knowledge of letter sounds in reading and writing. Less-able pupils struggle with forming their letters which slows their writing. Pupils' also tend to lack confidence in quickly doing mathematical sums in their heads, for instance, drawing on their knowledge of times tables.
- The school's targets suggest that attainment for pupils currently in Year 2 is likely to be closer to the national average at the end of this year. Lessons show, however, that pupils do not always make as much progress as they should, especially in Years 1 and 2.
- In recent years, pupils' progress has been good in Years 3 and 4 and they have made up for some underachievement when they were lower down the school. Attainment has been broadly in line with national expectations at the end of Year 4, though sometimes better than expected in reading. Pupils currently in Year 4 are expected to exceed expectations at the end of this year.
- The school is making effective use of its pupil premium funding. Careful analysis of pupils' progress has enabled staff to identify where extra help was needed. The school is providing support in literacy and numeracy, individually and in small groups, and has established a group for those pupils who need special nurturing. The use of skilled teaching assistants means that these sessions are making a good contribution to pupils' progress.
- Disabled pupils and those who have special educational needs make similar progress to their classmates. In some lessons they make good progress but, when teachers give them exactly the same work as the rest of the class or do not make full use of their teaching assistants, they struggle and this slows their progress.
- Throughout the school, pupils of minority ethnic heritage and those who speak English as an additional language make similar progress to the rest of the class.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because there is not enough good teaching to make sure all pupils make good progress, especially in Years 1 and 2.
- In lessons that require improvement and the few that are inadequate, teachers do not match work well enough to the needs of different groups of pupils. Teachers often identify in their planning what they want all pupils to be able to do by the end of the lesson, what most should do and what the more-able might manage to achieve. They do not always use this information to decide what activities to give different groups of pupils and, at times, give the whole class exactly the same work.
- Some activities offer little opportunity for learning, such as a group reading activity in Year 1 where pupils lacked the skills needed to succeed with the task. At times in Years 1 and 2, teachers do not give pupils resources such as word cards or partly completed worksheets to help those who need it with their writing.

- Although teaching assistants provide skilled support when they work with individuals and groups of pupils outside the classroom, teachers do not always plan how their teaching assistants will support pupils when they are in class or give them a clear role throughout the lesson.
- Lesson observations, pupils' books and progress records show that teaching is often good in Years 3 and 4. There is some outstanding teaching in Year 4 where high expectations and work matched precisely to pupils' needs enables all groups to make rapid progress.
- Teachers' marking provides pupils with good information about how to improve their work, and English and mathematics books contain information about National Curriculum levels. This is potentially very helpful to pupils but not all teachers make sure targets are ticked off as pupils achieve them.
- In the Early Years Foundation Stage, children's attainment is thoroughly checked when they join the school and staff keep careful records of their developing skills. Teachers are placing greater emphasis on teaching phonics and a good range of other activities supports children's development increasingly well across the areas of learning.

The behaviour and safety of pupils are good

- Pupils behave well and have positive attitudes to learning. They concentrate well and are eager to contribute their ideas in lessons. Even in lessons where tasks are not closely matched to some pupils' needs, disruption is rare and pupils co-operate well with their teachers. Around the school, pupils are friendly and polite.
- School records show that there are few behavioural incidents and these are dealt with effectively. Teachers throughout the school manage pupils' behaviour well and nearly always communicate suitably high expectations.
- Pupils say that they feel safe in school and they have a good understanding of how to keep themselves safe, including when using the internet. They know about different types of bullying and say that it occurs only occasionally in school. They are confident that adults will help them if they are bullied or if they have any other concerns. There have been only a very few recorded incidents of bullying and the school has an effective anti-bullying policy.
- Parents agree that behaviour is good and that their children are kept safe. Not all parents are sure about how bullying is dealt with, however, and there is scope for the school to make its procedures clearer to parents.
- Attendance is average and the breakfast club provides a warm and positive start to the day.

The leadership and management requires improvement

- Leadership and management require improvement because some areas for development identified at the previous inspection are still holding the school back from improving its effectiveness. Raising achievement at the end of Year 2 and making sure work is always matched to the needs of different groups of pupils were identified as issues at that time.
- Lessons observed jointly with the headteacher during this inspection showed that her judgements about teaching were accurate: she correctly identified strengths and weaknesses in lessons seen. Checks on teachers' work take place mostly as part of the formal management of teachers' performance, rather than as a whole-school push by leaders at all levels to make sure teaching throughout the school is at least good.
- The headteacher visits classrooms regularly on an informal basis but these visits are not focused clearly on checking that the essential features of good teaching are in place in all classrooms, especially in Years 1 and 2. Teachers' lesson plans are not closely checked to make sure they always match work to the needs of different groups of pupils or to see that pupils are being given equal opportunities to make progress. Other leaders carry out some checks on teachers' work but they are not all practised in observing lessons.
- Since the previous inspection, the school has improved the way it analyses and uses data to

identify pupils who need extra help. It has put in place some good support groups led by skilled teaching assistants, and senior leaders now meet with teachers on a termly basis to hold them increasingly to account for the progress of pupils in their classes.

- The headteacher provides strong leadership in ensuring that pupils are well cared for and that their personal needs are met. Leaders make sure that pupils learn in an environment where discrimination is not tolerated and pupils from different backgrounds get on well. All the staff pull together effectively in these aspects of the school's work.
- The school provides a good range of learning opportunities, including topics that link subjects together, that are matched well to pupils' interests. Visitors into school, educational trips and clubs help to make school enjoyable and contribute well to pupils' spiritual, moral, social and cultural development.
- Following the previous inspection, the local authority identified this as a school needing a medium-level of support. This has mainly taken the form of the school improvement partner working alongside the headteacher in looking at data and planning developments, and in the local authority providing courses which teachers have found helpful in developing their skills.
- **The governance of the school:**
 - A new Chair of the Governing Body took over the role in November 2012 and several other new members joined the governing body recently. Governors are ambitious for the school but new members are in the process of being trained and do not yet have enough understanding of data to judge the school's effectiveness. They visit the school and are appropriately linked to subjects. They have been closely involved in the introduction of new arrangements for the management of teachers' performance and know about how good teachers are rewarded, though they are less clear about how any underperformance is tackled. Governors keep a close check on the school budget, including making sure that pupil premium funding is spent wisely. They ensure that the school has good procedures for protecting pupils and that it meets government requirements for safeguarding.

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	109466
Local authority	Central Bedfordshire
Inspection number	405239

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	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Beverley Fowlston
Headteacher	Elaine Cox
Date of previous school inspection	24 January 2011
Telephone number	01525 373019
Fax number	0871 2230233
Email address	beaudesert@cbc.beds.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

