

Beaumont Lodge Primary School

Astill Lodge Road, Beaumont Leys, Leicester, LE4 1DT

Inspection dates 21–22 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		Good	2

Summary of key findings for parents and pupils

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

- The quality of teaching requires improvement. It is not consistently good enough to support good achievement, particularly for older pupils in writing and mathematics.
- As a result, pupils' handwriting, spelling and written work are not always good enough.
- Teachers' lesson planning is not always thorough enough to fully cater for pupils of differing ability levels.
- Children's progress in the Nursery is not as rapid as in the Reception class.
- Noise levels due to the 'open-plan' building have a negative impact on the learning of older pupils.
- Though improving, the attainment of pupils supported by pupil premium funding and those who are disabled or have special educational needs is lower than that of similar pupils nationally.
- Long staff absences have held back pupils' progress.
- There are inconsistencies in the ways in which teachers measure and promote pupils' progress across the school.

The school has the following strengths

- Better teaching in Reception means that children's progress is now good.
- Teaching is consistently good in Years 1 and 2. Pupils now achieve well.
- Reading is taught well, so pupils make good progress across the school and develop good skills in tackling unfamiliar texts.
- Pupils enjoy school, feel safe and behave well.
- Senior leaders have a clear vision for further improvement, supported by an additional deputy headteacher and vibrant and enthusiastic new subject leaders.
- Governance has improved considerably and is now good.

Information about this inspection

- Inspectors observed 17 lessons, of which four were seen together with the headteacher.
- Meetings were held with a group of pupils, the recently elected and previous Chairs of the Governing Body, middle and senior leaders, and a representative of the local authority.
- Inspectors were unable to take account of the online questionnaire (Parent View) as insufficient responses were received. Instead, they considered the outcomes of a recent survey of parental opinion conducted by the school, reflecting the views of 85 parents and carers.
- Inspectors observed the school's work and looked at a range of documentation, including records of checks on the quality of teaching, the school improvement plan, records relating to behaviour, attendance and safeguarding, and the tracking of pupils' progress. They also looked closely at pupils' written work and listened to pupils reading.

Inspection team

George Logan, Lead inspector

Additional Inspector

Janet Bird

Additional Inspector

Full report

Information about this school

- Beaumont Lodge is an average-sized primary school.
- Most pupils are from White British or mixed-race backgrounds. The proportion of pupils who join or leave partway through their primary school education is slightly above average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- No pupils are currently educated through alternative provision away from the school site.
- The school offers a breakfast club, which is managed by the governors and formed part of this inspection.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has experienced a high level of staff change in recent years. Currently, three class teachers are covering extended absences of permanent staff. Two of these are in Key Stage 2.
- The school occupies a largely unmodified 'open-plan' building, constructed in the 1980s.

What does the school need to do to improve further?

- Make more teaching good or better, so that all pupils make consistently rapid progress, by:
 - ensuring that teaching in the Early Years Foundation Stage is of consistently high quality, so that children make rapid progress in both Nursery and Reception classes
 - ensuring that all staff use assessment information consistently well in lesson planning
 - taking all necessary steps to reduce the high level of staff absence, for whatever reason.
- Ensure that pupils' achievement in Years 3 to 6 is consistently rapid, particularly in writing and mathematics, by:
 - making sure that all staff demand high-quality written work from pupils in all subjects
 - agreeing a strategy to ensure that pupils' handwriting is well-formed and legible
 - developing a programme to address weaknesses in spelling
 - giving pupils regular opportunities to practise their writing and mathematical skills in different subjects
 - ensuring that planning of activities for pupils who are disabled or have special educational needs, and those in receipt of additional government funding, is sharply focused on their individual needs and their gains in learning are more closely tracked
 - regularly reviewing the role played by additional staff in supporting pupils' learning.
- In conjunction with the local authority, evaluate and act upon options for improving the learning environment by reducing noise levels that are due to the open-plan structure.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' progress is inconsistent in Years 3 to 6. A lack of continuity in staffing has contributed to varied expectations and a loss of momentum in learning. As a result attainment dipped, although it has not been better than average in recent years. Progress is more sustained in reading than in writing or mathematics. There are underlying weaknesses in spelling and handwriting, and staff do not make the most of opportunities for pupils to apply their writing and mathematical skills in different subjects.
- Last year, the progress and attainment of Year 2 pupils known to be eligible for free school meals were slightly below those of other pupils. In Year 6 their attainment, as evidenced in average point scores, was well below that of similar pupils nationally in English and particularly in mathematics. Their progress, however, was closer to what is expected. Pupil premium funding was used to provide extra support for eligible pupils, including a 'reading recovery' programme. While this support helped to promote better reading skills, its impact elsewhere was less successful.
- Children enter Nursery with skills below those expected nationally for their age, with relatively weak language and communication skills. They make steady progress in the Nursery and rapid progress in Reception. As a result of better teaching and more demanding activities, attainment by the end of Reception is now around the level expected.
- Nursery and Reception children benefit from a mostly good grounding in the linking of sounds and letters (phonics). Older pupils also make mostly good progress in reading, with gaps in their phonic knowledge quickly identified and tackled.
- Good achievement in Reception is sustained in Years 1 and 2. This has led to rising, though still broadly average, attainment by the end of Year 2. Staff expectations for what pupils can achieve are high, and this is evident in all aspects of pupils' learning.
- The achievement of disabled pupils and those who need extra help has varied considerably. It was relatively weak throughout the school in 2012. The school has not taken a consistent approach to evaluating the impact of additional provision on pupils' learning. It has provided better-organised support in the current school year, along with improved identification of pupils' needs, better training for teaching assistants and greater accountability by staff. Current school data indicate much improved progress for vulnerable groups.

The quality of teaching requires improvement

- Pupils' achievement has been fragmented, largely because of teacher absences and a consequent lack of continuity in learning. Where pupils engage with a member of staff over an extended period, achievement is usually better. However, the school is active in tackling any weaker teaching, so that pupils' achievement is accelerated where possible.
- In the best lessons, the pace is brisk and pupils are fully involved in learning. This was seen in a Year 5 lesson where pupils moved between guided reading and independent writing activities. Preliminary activities were timed, encouraging a brisk pace. A well-planned computer presentation ensured that the new topic engaged pupils' interest and they fully understood what was expected of them, despite some intrusive noise from the adjacent classroom.

- The sharing of best practice among the staff is developed through joint working and sometimes facilitated by the 'open-plan' accommodation. However, even normal working noise levels can make concentration difficult for the majority of pupils.
- Staff have no agreed expectations for how pupils should present and record their work. As a result, the quality of recorded work in Years 3 to 6 varies, and is too often relatively low.
- Better training for additional adults in the classroom is beginning to help pupils who get extra support, including those known to be eligible for pupil premium funding, to learn more rapidly. However, planning for these pupils is not always precise enough to ensure that lesson activities fully meet their needs, and the impact of the additional support on their achievement is not measured precisely enough. The school recognises the need to regularly review the role played by support staff, to ensure that their skills are used fully.
- Some progress has been made in developing systems to check and support pupils' progress. There are pockets of good practice across the school. Some teachers make good use of learning targets, marking and success criteria, and involve pupils in assessing their own work. However, others do not. Consequently, the availability and use of information about pupils' progress to match work precisely to their learning needs are inconsistent.

The behaviour and safety of pupils are good

- Pupils are polite, courteous and respectful. Behaviour around the school is good. Pupils, and most of the parents and carers who expressed a view, feel that behaviour is generally good. They understand that 'fairness' might mean that some pupils are treated differently according to their needs. Pupils willingly participate in additional activities out of lessons. Exclusions are rare.
 - Pupils feel that the adults around them can be relied upon to deal with any issues that may arise. Racist incidents, inappropriate behaviour and disruption of lessons are all rare. If incidents do occur, effective procedures ensure that they are managed appropriately. Most pupils have good attitudes to learning, despite the distractions of the open-plan environment.
 - The school provides well for pupils with a wide range of individual needs. Work with external professionals to support vulnerable pupils is well managed and effective.
 - Although the operating period is brief, the breakfast club is well managed, provides good care for pupils before school starts, and meets current national requirements.
 - Pupils appreciate that bullying may take different forms, possibly around name-calling, or on social networking sites. The school encourages pupils to be responsible, for example as playground leaders ('Red Hats'). Records show that instances of bullying are rare, and are dealt with swiftly and effectively.
 - Pupils have a good understanding of risk, supported by the school's focus on personal safety, including cycle and internet safety. They know how to keep themselves safe in different circumstances.
 - Attendance has improved and is now average. The school is working to improve the punctuality of a few pupils.
-

The leadership and management are good

- The school has suffered from high levels of long-term staff absence over recent years. Throughout this period, the headteacher has provided stability and continuity – sometimes as the only established senior member of staff. The appointment of an additional deputy headteacher and the development of an enthusiastic, if relatively inexperienced, group of middle leaders have greatly increased the school's capacity to promote and sustain improvements in pupils' education.
 - Senior staff are focused on raising pupils' achievement through improving further the quality of teaching, developing assessment systems and analysing progress information more rigorously, particularly for vulnerable pupils. They judge the school's strengths and remaining weaknesses accurately.
 - Effective procedures for checking and improving the performance of teachers are helping to ensure stability during a period of continuing staff changes. Clear targets are set for each staff member. Decisions about pay rises are increasingly linked to pupils' progress.
 - The school has made steady progress since its last inspection. Despite continuing staffing issues that have sometimes compromised the efforts of school leaders, progress has improved in the lower school. Good external support, arranged by the local authority, has contributed to this improvement.
 - Appropriate time is given to developing pupils' basic skills in literacy and numeracy. The wider curriculum, currently based around themes and topics, is under review. At present, the time allocated for different subjects, including science, varies from year to year. There are missed opportunities to develop pupils' writing skills across different subjects, or to use information and communication technology creatively to enrich learning. Clubs, visits and visitors and other enrichment activities, including the garden project, are well supported by pupils.
 - Pupils' social and moral development is good. Spiritual development is supported well through collective worship and some church links. Pupils have occasional opportunities to engage with other cultures. The school has worked hard to establish effective links with parents and carers.
 - **The governance of the school:**
 - Governance has improved significantly since the last inspection. Governors have a thorough understanding of the school's strengths, weaknesses and effectiveness, and the detail of pupils' performance. They take up opportunities for training and understand their role well. They rigorously challenge the school's performance, particularly by analysing areas of weaknesses and evaluating first-hand the effectiveness of decisions made, and how it compares to national data. They recognise the need to ensure that pay and promotion are firmly linked to teachers' effectiveness, to ensure equality of opportunity and to tackle discrimination. They manage the budget well and contribute to decisions about the use of pupil premium funding to close gaps in pupils' achievement. They are aware that this did not give full value for money last year, and have ensured that the funding is now used more effectively and its impact tracked closely. Governors ensure, along with senior leaders, that safeguarding arrangements meet national requirements.
-

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	120087
Local authority	Leicester
Inspection number	405909

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	229
Appropriate authority	The governing body
Chair	Sarah Williams
Headteacher	Dawn Solla
Date of previous school inspection	7 March 2011
Telephone number	0116 2366925
Fax number	0116 2366823
Email address	office@beaumontlodge.leicester.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

