

Beaumont Primary School

Wendover Drive, Ladybridge, Bolton, Lancashire, BL3 4RX

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- During the inspection, pupils' behaviour in and around the school was excellent and school records show that this is the norm.
- Pupils feel very safe in school because they know that all adults and pupils care for each other well.
- Pupils have an exceedingly positive attitude toward learning because they really value their school and 'would not change a thing'.
- Pupils actively contribute to the school community through their roles as pupil councillors, peer buddies and various other duties.
- There is an outstanding programme for promoting pupils' spiritual, moral, social and cultural development. Consequently, pupils are highly considerate and respectful towards adults and each other.
- Unconfirmed data from the 2013 national tests shows that progress is good and an increasing number of pupils are making more than expected progress across Key Stage 2.
- By the end of Year 2 and Year 6, standards attained in reading, writing and mathematics are often much higher than national levels.
- Teaching is good overall. Teachers provide good written guidance in English and mathematics books, together with effective advice during lessons to help pupils improve their learning.
- The curriculum meets the needs of pupils very well.
- The highly effective headteacher is ambitious for the school and is successfully driving forward school improvement. She is very well supported by the senior leadership team, staff and a highly committed, well-informed governing body. Together they are maintaining the quality of teaching and working to improve pupils' progress, still further.

It is not yet an outstanding school because

- Teaching is not yet outstanding and there are some inconsistencies in progress between classes.
- Pupils do not always have enough time to explain and discuss their ideas together so that they can work things out for themselves.
- Teachers' marking in subjects other than English and mathematics does not always remind pupils how to improve their basic literacy and numeracy skills.

Information about this inspection

- The inspectors observed 12 parts of lessons, sessions taken by teaching assistants and listened to pupils reading.
- Meetings were held with groups of pupils, members of the governing body, a representative of the local authority and school staff.
- Inspectors took account of 30 responses to the on-line questionnaire (Parent View) as well as responses to parental, staff and pupil questionnaires distributed very recently by the school.
- A range of documents, including the school's analysis of how well it is doing, the school development plan, information about pupils' progress, checks on the quality of teaching, minutes of governing body meetings and records relating to attendance and safeguarding, were considered by inspectors. They also examined work in pupils' books.

Inspection team

Louise Murphy, Lead inspector	Additional inspector
Denis Pittman	Additional inspector

Full report

Information about this school

- Beaumont Primary School is slightly smaller than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium is well-below average. The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from services families and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well-above average. However, there are no pupils at the early stages of learning English.
- The proportion of pupils supported through school action is below average. As is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- 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?

- Improve the quality of teaching and pupils' progress so that it is consistently good and much is outstanding by making sure that:
 - pupils are given as much time as possible to think, share ideas and work things out for themselves
 - teachers' marking in all subjects always reminds pupils how to improve their basic literacy and numeracy skills.

Inspection judgements

The achievement of pupils is good

- Most children start in the Reception class with the skills and knowledge typically expected for their age. They make good and sometimes outstanding progress across the Early Years Foundation Stage. Pupils enter Year 1 well prepared for learning.
- Attainment at the end of Key Stage 1 is well above average in reading, writing and mathematics. This shows progress is at least good and for some pupils outstanding.
- Unconfirmed data from the 2013 national tests for Year 6 reflects high attainment. Every pupil reached the nationally expected levels in writing and mathematics and almost all in reading. Over half of the pupils reached the higher Level 5 in the three subjects. The school has more highly skilled mathematicians than usually seen and these reached the very high Level 6.
- The 2013 test results showed overall good progress with an increasing number of pupils making more than expected progress across Key Stage 2 in reading, writing and mathematics. This shows a rising trend in the school which was supported by school data and work seen in pupils' books. Although pupils' overall progress is good it is not always consistent between years and the school has put strategies in place to tackle a dip in progress at Year 3.
- Younger pupils are effectively taught to match letters to the sounds they make. Pupils continue to use their reading skills well as they move up through the school. Pupils read regularly and those Year 6 pupils who read to the inspector did so fluently.
- The school provides focussed support for more-able pupils, disabled pupils and those with special educational needs. Pupils from these groups are learning well and make good progress. Pupils from minority ethnic groups, including those who speak English as an additional language, are supported as the need arises and also make good progress.
- Pupils who are eligible for the pupil premium funding make good progress. In Year 6 in 2013, the attainment of pupils known to be eligible for free school meals was approximately one term behind other Year 6 pupils in reading and there was no difference in the levels of attainment in writing and mathematics. Current school data show that the gaps between these pupils and others are closing.
- The individual needs of pupils are quickly assessed and actions put in place to make sure that all pupils are able to make the same good and sometimes excellent progress. This confirms the school's commitment to equality of opportunity.

The quality of teaching is good

- Evidence gathered during the inspection including lesson observations and work in pupils' books, shows that the quality of teaching is typically good. School records show that there are examples of outstanding teaching across the school.
- In the very best lessons, teachers use the school's comprehensive assessment data to help them plan lessons that provide the correct level of challenge and get the best from pupils. Moreover, their good subject knowledge enables them to question pupils skilfully and assess and deepen their level of understanding.
- Lessons go at a good pace and are resourced effectively and engage pupils' interests. For example, a mummy dragon had written a dragon sized letter to Year 2. The class were very excited to respond to her by writing a set of instructions, identifying how to look after a dragon egg. They succeeded because, of course, they have their own dragon egg!
- Planning is revised on a daily basis to make sure that pupils revisit any aspects of learning that they have not securely grasped. For example, during a mathematics lesson in Year 1 pupils were being encouraged to use a particular resource to help them when adding two numbers. This was in response to the previous day when pupils had not used the resource as effectively as the teacher had anticipated. It is this rapid reaction to any concern that has improved the learning in

and teaching of mathematics.

- Reading is also taught successfully with ample opportunities for pupils to read to adults. Year 6 pupils were able to demonstrate their reading skills when using the internet to research information to contribute to the biography they were writing.
- Teachers' marking is of a high quality in English and mathematics books. Pupils are given time to respond to teachers' comments and are very clear about the next steps in their learning. Teachers promote successfully mathematics and particularly writing across different subjects. However, when marking their work in these subjects teachers do not remind pupils of the literacy and numeracy skills they are aiming to improve. This means that pupils do not always give enough attention to sustaining these skills.
- Pupils are regularly taught in small groups. Effective teamwork by teachers and skilled teaching assistants ensures a high level of support for all groups of pupils. However, staff do not always include enough opportunities for pupils to work independently and to think things out for themselves.

The behaviour and safety of pupils are outstanding

- Staff and pupils say that behaviour is exceptionally good and the majority of parents strongly agree that the school makes sure pupils are well behaved. A statement of rights has replaced school rules 'Everyone has a right to be safe, to learn and to be respected.' It was evident during the inspection that this philosophy underpins school life at Beaumont Primary.
- Pupils are extremely keen to learn, exceptionally polite and show respect for adults and each other. Behaviour is impeccable in and around the school and records show that this is typical. The very small numbers of pupils in school who sometimes find it difficult to manage their own behaviour are very well supported and there is no disruption to learning.
- Pupils say they feel very safe in school because adults care for them well and children look after each other. They can explain different forms of bullying and the difference between bullying and falling out. Pupils agree that there is no bullying and are confident that staff would resolve any problems that did occur.
- Beaumont provides many opportunities for pupils to develop a sense of responsibility. Pupils are keen to contribute to the school community, by becoming school councillors' and playground buddies. They are also proud of their fund-raising efforts; they contribute toward buying equipment for school and donate to charities of their choice.
- Physical education lessons and the range of after-school activities are valued. Pupils are encouraged to take part in sports to help them stay healthy and promote well-being. The new primary school sport funding is to be allocated to engender even closer partnerships with the local secondary school and external agencies to skill up school staff to enable them to provide 'something for everyone'. A priority for the school is to make sure all pupils can participate in a sporting activity that they enjoy.
- Punctuality is excellent and attendance is above average, which reflects the pupils' highly positive attitudes to school.

The leadership and management are good

- The headteacher has a clear view of how successful the school can be and the determination and expertise to succeed. She is very well supported by her senior leadership team, staff and governors. Areas for development identified at the previous inspection have been fully addressed and attainment is rising. The highly effective strategies put into place by the school demonstrate the capacity to improve even further.
- The school's evaluation of how well it is doing is accurate because it is based on detailed and regular examination of the work that it does. The school improvement plan sets out a manageable number of appropriate actions for continued school improvement.

- Systems for regular checks on learning and teaching are good. Inconsistencies have been identified and adjustments made. Teachers are set targets linked to performance and pupils' progress and are now held more to account for pupils' progress.
- Staff are supported by an effective programme of ongoing training for teachers and teaching assistants. They share good practice and work together very well, mentoring each other, depending on their area of expertise.
- Provision for pupils who are disabled or have special educational needs and those whose circumstances may make them vulnerable is effective and very well led by the deputy headteacher. Additional small group teaching also extends learning for more-able pupils.
- The curriculum is a strength of the school and promotes pupils' spiritual, moral, social and cultural development exceedingly well. It is enriched by a wide range of memorable experiences, including a visit to France that builds on pupils' experience of learning French in school.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - Governors are extremely supportive of the school. They know its priorities, its strengths, and about the quality of teaching because they visit school regularly and receive accurate and comprehensive reports from school leaders. Governors regularly attend training and are able to analyse data about pupils' progress, which enables them to challenge school leaders effectively. The governing body has agreed to increase spending on staff to support pupils known to be eligible for pupil premium funding. They monitor the progress of eligible pupils to confirm that their spending is effective. The governing body effectively undertakes all statutory duties, making sure that pupils and staff are safe and the budget is well managed. Governors understand the link between the quality of teaching and pupils' progress and make sure that teachers' progression through the pay scale is linked to how effective they are.

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	105173
Local authority	Bolton
Inspection number	428828

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Richard Cousen
Headteacher	Valerie Fryer
Date of previous school inspection	22 January 2009
Telephone number	01204 652149
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