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Mrs Karen Morris
Headteacher
Beamont Community Primary School
O'leary Street
Warrington
Cheshire
WA2 7RQ

Dear Mrs Morris

Requires improvement: monitoring inspection visit to Beamont Community Primary School, Warrington.

Following my visit to your school on 25 April 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the visit, meetings were held with the headteacher, members of the senior management team, members of the governing body and a representative of the local authority. The school improvement plan was evaluated. Documents summarising other actions taken since the section 5 inspection were also scrutinised. A learning walk of the school was undertaken with the headteacher. Pupils' exercise books were scrutinised to evaluate improvements in writing skills over time.

Context

There have been no significant changes to the school's context since the section 5 inspection.

Main findings

Systems for checking and monitoring student progress are better embedded. Staff know their pupils, their learning needs and what is required to enable further improvement. Regular meetings are held to discuss individual pupil progress and intervention strategies. Data is now used more confidently to assess progress and plan learning activities. Senior managers are rigorous in their application of quality assurance systems to support and embed improvement. A stronger aspirational culture is being developed with both staff and pupils. Classrooms and learning areas have a vibrant feel and pupils demonstrate a keenness to learn and develop their skills and ideas. There is a strong focus on writing skills. Dedicated writing and reflection areas have been developed which are enthusiastically used by pupils. Pupils' written work scrutinised not only indicated progress overtime but the development of some higher level writing skills. There is now a productive whole school approach to the development of reading, writing and mathematics.

Well focused professional development is helping staff to improve their teaching skills. Staff work well with senior leaders and each other to develop ideas that enhance their teaching and pupils' learning activities. Staff have benefited from links with good practice schools. Progress and improvement targets are sharper. Pupils understand their targets and are eager to discuss the progress that they have made. Performance management systems and procedures have been reviewed and sharpened so that they have a stronger link to the quality of teaching and learning and pupils' achievement. School tracking and monitoring systems indicate that pupils are making better progress in reading, writing and mathematics.

Governors are effectively monitoring the inspection improvement plan and its impact on the quality of teaching and learning and pupil achievement. They have established good links with the school and know it increasingly well. Governors have improved their understanding of achievement data and ways to judge the quality of teaching and learning. Parents' involvement with the school is improving but both the governors and headteacher acknowledge that this is an area for further development. Governors have voluntarily undertaken a review of governance to better assess potential strengths and areas for improvement.

External support

The local authority is committed to supporting the school in aiding its improvement planning and practice. It has worked with the school to arrange additional professional development for staff. In particular the school's work with Oakwood Avenue Community Primary School has helped to support the development of good practice and better focused teaching and learning strategies. The school has established good networks locally and regionally to support the development of best practice.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Warrington.

Yours sincerely

Patrick Geraghty

Her Majesty's Inspector