

Beaumont Community Primary School

Durrant Road, Hadleigh, Ipswich, IP7 6GD

Inspection dates 5–6 June 2014

Overall effectiveness	Previous inspection:	Good	2
	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

- Progress has varied too much over time. It is improving but still inconsistent in mathematics and some aspects of English, including punctuation and spelling.
- Achievement in the Early Years Foundation Stage is inconsistent because expectations are not always high enough.
- Activities do not always provide pupils, including the more-able, with hard enough work to do.
- Pupils do not have enough opportunities to practise their skills in mathematics and, at Key Stage 2, to practice the sounds that letters represent in words (phonics).
- Achievement in mathematics has been lower than in English.
- Pupils do not always know what they need to do next to improve their work. When marking indicates such next steps, pupils do not always follow the guidance.
- There are not enough library resources to stimulate reading and writing.
- The school does not keep a close enough track of the progress of pupils in different year groups, or of those who start school at other than the usual points.
- Leaders and managers have had limited success in ensuring that achievement and teaching are consistently good.
- Subject leaders do not monitor their areas of responsibility effectively enough.
- Governors bring considerable experience to the school but lack understanding of the information provided by data on attainment and progress. This means they cannot quickly identify any dips to ensure rapid, continued improvement.

The school has the following strengths

- Teaching is improving. Progress rates are beginning to rise in all key stages.
- Behaviour is good.
- Pupils feel safe. Parents rightly feel that their children are safe.
- Pastoral care for individual children is good.
- Pupils' spiritual, moral, social and cultural development is well promoted.
- Attendance rates are rising.

Information about this inspection

- The inspector observed nine lessons taught by six staff. Six joint observations were carried out with the headteacher. The inspector also observed a range of activities that the school provides to support individuals and small groups of pupils.
- The inspector held meetings with the headteacher, members of the governing body, staff, a representative of the local authority and a group of pupils. The inspector spoke to parents in the playground before school.
- In planning and carrying out the inspection, the inspector took account of the 43 paper responses from parents to the school's own survey of parental opinions. There were too few responses to the on-line questionnaire (Parent View) to generate an electronic survey. The inspector also took account of the 17 responses to a staff questionnaire.
- The inspector looked at the school's development plan, data on pupils' attainment and progress, records of the monitoring and evaluation of teaching, a wide range of policies and procedures and the school's arrangements for the safeguarding of children.
- The inspector attended an assembly. In addition to looking at pupils' work in lessons, he carried out a scrutiny of pupils' work jointly with members of the senior leadership team and subject leaders.
- The inspector listened to pupils reading.

Inspection team

Michael Sutherland-Harper, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- An above-average proportion of pupils join the school part way through their primary education or at times other than the usual starting date. Some of these pupils only stay for a very short time before they leave due to the commitments of service families.
- The proportion of pupils for whom the school receives the pupil premium is above the national average, taking into account the number of pupils from armed services families. This is additional government funding for pupils known to be eligible for free school meals, children from armed-services families and those in the care of the local authority. In this school, much of the support is to help the pupils from service families to cope with the social upheaval of changing schools.
- There were too few pupils in Year 6 in 2013 for the government's floor standards to be applicable.
- The headteacher has been in post since the school opened in 2003. She is a local leader of education and works with the local authority to advise other schools on teaching and learning.
- The school is part of a loose local grouping, the Hadleigh pyramid cluster. The school has recently gone through a period of staff restructuring.

What does the school need to do to improve further?

- Raise the quality of teaching and learning so that it is always good or better by:
 - ensuring that expectations of what pupils can accomplish are consistently high and offer challenge for all groups, including the more-able, in all subjects
 - ensuring that pupils always know what they need to do next to improve their work and reach their targets
 - checking that pupils always respond to the guidance given by teachers in marking.
- Develop the skills of leaders and managers by:
 - improving governors' understanding and application of the information provided by data on attainment and progress so that they are able to quickly identify any dips
 - increasing the opportunities for subject leaders to monitor their areas of learning
 - ensuring expectations and achievement are consistently high across the Early Years Foundation Stage.
- Raise attainment and progress in English and mathematics by:
 - making sure that pupils have regular and sufficient opportunities to practise skills in mathematics and, at Key Stage 2, in the sounds that letters represent (phonics)
 - providing additional library resources to encourage reading and writing skills
 - tracking pupils' progress over time more closely, especially for those pupils who arrive at times other than the usual starting dates and for different year groups as a whole.
- An external review of governance, to include the school's use of the pupil premium, should be

undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils requires improvement

- The achievement of pupils requires improvement because pupils' achievement has varied considerably over time. Progress rates are rising but are not yet consistently good, especially at Key Stage 1 and for mathematics particularly at Key Stage 2.
- Attainment on entry to the Nursery is generally below that typical for the age range. Children make good progress in the Nursery so that an increasing proportion come closer to, or reach typical levels but some leave the Nursery still below those levels. Children are making increasing rates of progress in the Reception class. A larger proportion than previously are exceeding expected levels now but attainment overall remains below the national average, especially in communication and language skills, and there is some inconsistency in expectations and achievement in phonics and mathematics between classes in the Early Years Foundation Stage.
- Attainment at Key Stage 1 improved in 2013 from 2012 when it was significantly below average in all subject areas. Over time, the picture has been variable. Pupils taking the Year 1 screening check in phonics did not reach the national average in 2013 although they improved on 2012 figures. Current data indicate continued improvement but results are still likely to remain below those nationally. Those doing the Year 2 retake test in 2013 were all successful.
- In 2013, the number of pupils in Year 6 was too low for the floor standards in English and mathematics to be applicable. Attainment in mathematics was significantly below the national average. Achievement here, as elsewhere in the school, was affected by significant mobility of pupils into and out of the school for this cohort and a wide range of needs which also meant that attainment in English grammar, spelling and punctuation was well below the national average.
- Progress rates in reading and writing are currently better than in mathematics but this has not always been the case and underlines the variable achievement between subjects and year groups. The school has taken prompt action to address concerns about progress in phonics and mathematics by reviewing the use of support staff, how the subjects are taught and the time available for each subject. However, these changes have not yet had time to fully impact on achievement.
- Pupils who join the school at times other than the usual starting points make similar progress to their peers. Some pupils stay for only a very short period of time. As it stands, the group beginning each key stage is seldom the same as the one that finishes it. Arrivals and departures can occur at the very last moment with a corresponding impact on statistics. Where pupils have been in the school for a longer period of time, they do as well as, or better than, their peers. The school keeps detailed records of the progress of each individual. However, systems for tracking pupils' progress do not pay enough attention to the performance of different year groups over time and the progress made by those who stay at the school for a limited amount of time.
- Pupils make good progress in reading. They enjoy reading, read regularly in school and at home in Key Stage 1, and at school in Key Stage 2. Both boys and girls spoke about the books they were reading with confidence and enthusiasm but expressed a wish for additional library resources to extend their skills in reading and writing.
- Disabled pupils and those who have special educational needs make similar, and sometimes better, progress than their peers. They are supported well because the school has refined its support systems to respond to the specific needs of individual pupils. Support in the classroom

ensures that these pupils are fully integrated into all classes.

- More-able pupils make similar progress to their peers, and sometimes do better, but the picture over time in subjects and key stages is variable. Sometimes, these pupils have to wait too long before they are given more challenging work to ensure that their progress is as rapid as possible.
- The number of pupils eligible for the pupil premium is above the national average, taking into account pupils from armed-services families. Pupil premium funding for the many service families is successfully targeted on pupils' emotional and social needs, so they settle quickly into school and tend to make similar progress to their peers. The number of pupils eligible for free school meals is very small. There were too few such pupils in Year 6 in 2013 to report on their attainment without the risk of identifying individuals. The progress that pupils eligible for free school meals make across the school lags behind that of their classmates. Eligible pupils are about two terms behind in English and four in mathematics.
- Pupils have very positive attitudes to learning. Both boys and girls enjoy school and benefit from the school's strong pastoral programmes and close attention to individuals which help greatly to engage them with study. The school takes care to ensure that all pupils have equal opportunities to learn and that there is no discrimination of any kind.

The quality of teaching

requires improvement

- Teaching requires improvement because the quality of teaching has been inconsistent over time and expectations have not been high enough. As a result, pupils' progress has been variable and sometimes significantly below that expected.
- Where learning is less effective, expectations are not high enough to extend pupils, including the more-able, fully. Sometimes, pupils do not know what they need to do next to reach their targets. Pupils' learning is not always consistently and quickly linked to the next steps towards those targets so they do not make rapid progress. Pupils do not have enough opportunities to practise what they have learned, so their understanding can be fragile, especially in mathematics and phonics.
- Following recent restructuring, staffing is now more stable, including in the Early Years Foundation Stage. The school works closely with the local cluster of schools to develop the quality of teaching. Recent observations show that teaching is now more often good and leading to improved attainment and progress, including for boys, but this is not yet consistent enough across the school and over time for teaching to be judged as good overall.
- The teaching of literacy and numeracy is improving because the school has carefully reviewed these areas with all staff but the impact of the work done has not yet led to better attainment everywhere. Reading is taught well, and pupils have good opportunities to talk about the books they have read. However, understanding of phonics is not securely reinforced in Key Stage 2 to enable weaker readers to use these skills automatically in order to assist their reading and writing.
- The school has looked at its marking and assessment policy with a view to ensuring consistent practice across all groups. Presentation of pupils' work is neat and it is regularly marked. However, guidance in marking is not closely enough linked to overall targets and does not always show pupils, including the more able, how to take their work to the next level. Pupils are inconsistent in responding to the guidance given by teachers in marking.

- Teachers have good subject knowledge. They use questions well in lessons to engage pupils' interest and supplement this with generally effective use of electronic technologies, as in a Year 3 and 4 session where pupils had to prepare a presentation on their Victorian invention. The initial guidance was a well-thought-out blend of visual and written material which interested all pupils and made them eager to get on with their project work. In general, attitudes to learning are positive across the school.
- Where teaching is strongest, pupils are ready to take a risk by going beyond their comfort zone. In a Year 6 religious education class, pupils worked in pairs to illustrate Hindu ideals, for example, about sacrifice for others and duty, and did this through short dramatic excerpts which they had put together themselves.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are well behaved in class and across the school. They are helpful to each other and polite to visitors from the time they enter the Early Years Foundation Stage. Their behaviour is often commented upon positively during visits to other places, such as the Hindu temple visit on the day before the inspection. The majority of parents agree that behaviour is good.
- Pupils appreciate the recognition and rewards which arise from good behaviour. Systems are clear to pupils and reinforced in lessons and assemblies. Pupils use their own work as school councillors and play leaders to ensure that standards remain high. Where pupils present behavioural problems, their needs are skilfully met by individual and small group support from teaching assistants and other adults.
- Pastoral care is a strength of the school. When pupils arrive at other than the normal starting points, they are made to feel special as 'new for a day' then quickly integrated into the school community.
- Pupils know that good behaviour makes for better learning. They say that they enjoy the 'fun' way learning is approached by teachers and the range of activities and clubs on offer, such as the allotment club. Because of this interest, parents say that they would like even more clubs if possible.
- Pupils say that any bullying is sorted out quickly. They know that they can always turn to an adult for assistance. Pupils understand the different forms that bullying can take, such as cyber-bullying, pushing, shoving and name-calling. They know how to stay safe on the internet and have positive approaches to the use of information and communication technology in school.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and their parents agree that they are safe and well looked after. In turn, pupils help to look after each other. Pupils are clear about what constitutes safe or unsafe situations. They know how to stay fit and healthy and benefit from regular opportunities to take part in sports.
- Attendance has increased and is now in line with national averages. Exclusions are rare because the school deals quickly and effectively with any situations likely to lead to exclusions.

The leadership and management requires improvement

- Leadership and management require improvement because leaders and managers, including governors and subject leaders, have not been able to ensure that achievement over time is consistently good. Records of pupils' progress over time do not show enough improvement across the school, even taking into account the high levels of mobility.
- The experienced headteacher has worked tirelessly to ensure good behaviour. However, work remains to be done on securing good achievement and teaching. She has consulted with staff and governors in putting together a detailed development plan which prioritises raised achievement and better teaching together with pupils' personal development to address the issues raised by significant mobility. As a result, standards are rising again after the dip in 2012 but some variability still remains, especially in mathematics. The school's self-evaluation is a little generous but the school has the capacity for continued improvement.
- The headteacher has reviewed provision and expectations across the school, especially in the Early Years Foundation Stage, with a focus on raising standards and results. Progress has been made so that achievement is rising and teaching is improving. Some inconsistencies still remain in the Early Years Foundation Stage, which was also an area for development at the time of the last inspection.
- Subject leaders are in place for all subjects. They monitor progress and attainment by looking at pupils' books, holding discussions with colleagues and pupils and working with other local schools. However, they have limited opportunities to influence teaching in their subjects to ensure it is consistently good and leading to improved achievement. At present, plans are under way for subject leaders to increase the number of observations of teaching they undertake but these plans have not yet been implemented.
- The range of subjects on offer is broad, balanced and aims to ensure that pupils increase their understanding of the world around them as well as developing secure basic skills in reading, writing, mathematics and information technology. However, this has not yet resulted in pupils making consistently good progress, particularly in mathematics and aspects of English such as phonics, spelling, grammar and punctuation. The school is preparing for the introduction of the new primary curriculum with a close focus on the international elements to enhance existing international links.
- Primary sports funding is used effectively to ensure that pupils know how to be fit and healthy, to train staff in the delivery of a widening range of sports and to develop local sporting links. The school works closely with coaching staff from the local high school to ensure that pupils have a good grounding in physical education.
- Pupils' spiritual, moral, social and cultural education is promoted well. Pupils' understanding of other faiths is developed through links with local churches, visits and visitors. Pupils are encouraged to explore ideas and develop their thinking, particularly as members of the school council. Pupils use their keen awareness of right and wrong to help promote good behaviour. Good cultural understanding is reinforced by strong links with a number of countries, including Sweden, Norway, Spain, as well as Scotland.
- The local authority has 'light touch' links with the school. This has not had enough impact on ensuring that pupils' achievement is consistently good over time.
- Procedures for the management of staff performance are rigorous and linked to the 'Teachers' Standards' and the priorities in the school development plan. Staff are held accountable for pupils' progress and results.

- Safeguarding meets all current requirements.

- Regular newsletters and the high profile of the headteacher and staff around the school ensure that links with parents are good. Parents responded in quite large numbers to the inspection survey through paper copies.

- **The governance of the school:**
 - Governors bring a good range of experience and skills to the school and provide a good link between it and the town community because they know the school and its surrounding community well. Governors share the school’s emphasis on the importance of the individual child. Governors visit whenever possible and have been ready to challenge the school about attendance, achievement and the quality of teaching, most of which they know about from the headteacher’s reports. However, they do not understand or use data on progress and attainment well enough to ensure that emerging issues in these areas are addressed as rapidly as possible. Governors are aware of, and monitor, the use and impact of pupil premium funding and its specific uses for service families but this area needs review to ensure that the funding is being used in the best way possible to raise attainment and progress rates. Governors make sure that pay increases for staff are linked to pupils’ progress and the areas highlighted in the school development plan. Governors are trained in safeguarding and safer recruitment to ensure good child protection procedures.

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	133605
Local authority	Suffolk
Inspection number	444156

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	136
Appropriate authority	The governing body
Chair	Jan Byrne
Headteacher	Stella Burton
Date of previous school inspection	24 March 2011
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