

Beaumont Community Primary School

Durrant Road, Hadleigh, Ipswich IP7 6GD

Inspection dates

24–25 May 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders, including the governing body, do not have high enough expectations for outcomes for pupils.
- There has been insufficient improvement since the previous inspection.
- Pupils' progress continues to be uneven and not enough teaching is good.
- The monitoring of provision is not sharp enough to iron out inconsistencies in provision.
- Middle leaders such as those in charge of subjects do not take enough responsibility for improving the quality of teaching.
- Governors' monitoring of the impact of additional government funding lacks rigour.
- In the early years, teaching does not help children, especially the most able, to improve their skills quickly.
- Outdoor provision in the early years is poorly developed.
- Teachers do not expect enough of most-able pupils across key stage 1, slowing their progress.
- The teaching of phonics (learning about letters and the sounds they make) does not help pupils to develop skills quickly, especially in Year 1.
- Pupils' work in subjects such as science, history and geography is not consistently good.

The school has the following strengths

- The headteacher, governors and other leaders understand the main priorities. With good support from the local authority, they are doing the right things to improve.
- Pupils make good progress in English and mathematics in key stage 2 because teaching of these subjects is good most of the time.
- Leaders care well for pupils from a diverse range of backgrounds. Consequently, there is a happy atmosphere in school.
- Pupils behave well and feel safe. They are friendly and sociable and show good care and tolerance for the needs of others.
- Additional government funding for service children helps them to settle quickly.

Full report

What does the school need to do to improve further?

- Improve leadership and build the school's capacity to improve more quickly by:
 - ensuring that leaders at all levels expect more of the pupils and use their monitoring to identify and then deal with inconsistencies across the school
 - giving middle leaders more opportunity to visit lessons so that they can play a bigger part in improving teaching
 - ensuring that the governing body is more rigorous in evaluating the impact of additional government funding such as the service pupil premium.
- Improve provision for children in the early years by:
 - ensuring that adults always expect enough of children and provide work that helps them to improve their skills more quickly
 - developing the outdoor area so that it can be used to support work in the different areas of learning.
- Improve outcomes for pupils and the quality of teaching, learning and assessment by:
 - ensuring that there is the right level of challenge and support for pupils, especially most-able pupils in key stage 1
 - improving the quality of phonics teaching, especially in Year 1
 - ensuring that teachers across the school always demand enough of pupils in science, history and geography so that work is of a consistently high quality.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders have not secured sufficient improvement since the previous inspection. The expectations of leaders at all levels, including the governing body, of what pupils can achieve are not high enough to secure good outcomes across the school.
- Leaders have focused well on ensuring that pupils' social and emotional development is effectively supported, but there has been too little success in improving the quality of teaching and pupils' progress across the school. While leaders have improved provision in key stage 2, the pace of change has been slower in key stage 1 and, in the case of the early years, improvements have not been sustained.
- Across the school, leaders do not check provision sharply enough so that they can identify what is going well and what still needs improving. For example, although leaders are confident that the service pupil premium is used to good effect, and inspection findings support this view, they do not evaluate individual initiatives closely so that strengths and weaknesses can be identified.
- Middle leaders do not have enough responsibility for improving the quality of teaching. They are keen and enthusiastic and are playing a larger part in checking provision than at the time of the previous inspection. However, they do not visit other classes regularly enough to help them understand what is going well in teaching and what still needs improving.
- Leaders have improved their use of information on pupils' progress since the previous inspection. This means that they are able to respond much more quickly than in the past to dips in progress as soon as they arise. The progress of pupils who arrive during the school year is checked carefully to ensure that it does not slow as they settle down.
- The curriculum is broad and balanced. It is enriched well by clubs and visits. These are greatly enjoyed by pupils and help to promote positive attitudes and healthy lifestyles. Additional government funding for primary sports successfully supports pupils' well-being and is increasing their involvement in sporting activities. Good use is made of specialist sports coaches to introduce new skills and, on visits out of school, pupils try new sports such as orienteering.
- The school successfully supports pupils' spiritual, moral, social and cultural development. Pupils learn to be sensitive to the views of others. They keenly take responsibility. Adults are good role models in the way that they treat each other and work together. The 'Monty Awards' celebrate key values such as resilience, tolerance and respect, and help to reinforce pupils' understanding of British values. Consequently, pupils are well prepared for life in modern Britain.
- School surveys and comments from parents spoken to during the inspection show that most are happy with the work of the school. They especially like the way it is welcoming to service children and helps them to settle quickly when they arrive at the school.
- Leaders work closely with nearby schools and the local authority. The school receives a high level of support from the local authority. This is helping to improve provision as there is a good understanding of the main priorities. For example, additional support from the local authority is currently focused on improving provision in the early years.
- **The governance of the school**
 - Governors responded quickly to an external review of their work after the previous inspection. Training helped them improve their understanding of information on pupils' progress. They have become increasingly involved in checking provision for themselves through discussions and visits to school. Consequently, they have a realistic picture of the current position and are clear about where more improvement is needed. They know that provision is not yet good. They ask challenging questions at meetings, reflecting their determination to secure better outcomes for all pupils.
 - Governors have good systems for checking the quality of teaching. They know where it is stronger or weaker and how it is being improved. They ensure that only good teaching is rewarded through performance management.
 - Governors know how additional government funding such as the pupil premium is being used. However, they do not look in enough detail at the impact of the different strands of spending, especially with regard to the service pupil premium, so that they can be sure that it is all providing good value.
- The arrangements for safeguarding are effective. School leaders, including the governing body, are vigilant in ensuring that all staff undertake the appropriate training to manage their roles to safeguard

pupils. The school works closely with a wide variety of external agencies as well as parents and the local community to ensure that pupils are kept safe. School leaders have undergone the necessary training to help them protect pupils from radicalisation.

Quality of teaching, learning and assessment requires improvement

- Teaching requires improvement because it is not consistently good across the school. Teachers' expectations of what pupils can achieve are not consistently high enough.
- In key stage 1, teachers plan work that is not challenging enough for the most able, slowing their progress. The teaching of phonics does not help skills to improve quickly. When teaching phonics, especially in Year 1, teachers do not engage pupils fully in what they are doing and this slows the pace of learning.
- In the early years and Year 1, there are occasions when teaching does not provide the right kind of support for pupils who have special educational needs or disability. Consequently, these pupils are not fully engaged in their work, resulting in occasional misbehaviour from a small number of pupils that is then not dealt with effectively.
- Across the school, teachers do not demand enough of pupils when they are studying subjects or topics outside their literacy or mathematics lessons. For example, some of the tasks in science and history are insufficiently challenging to move learning on quickly.
- The teaching of English and mathematics is stronger in key stage 2 than in key stage 1. In key stage 2, teachers are more adept at adapting work to the differing needs of pupils so that the most able are challenged well most of the time.
- Across Years 2 to 6, teachers make good use of additional support from teaching assistants to move pupils' learning on, especially those who have special educational needs or disability. This work is well matched to need and is helping to improve pupils' skills quickly.
- Teachers have recently improved the guidance they give to pupils about the quality of their work. Consequently, pupils are clearer about the next steps in their learning and this is helping to improve their work. They told the inspector how useful they find this.
- Teachers take good account of the needs of newly arrived pupils. They ensure that they check their attainment as soon as they arrive so that they can identify where to pitch work. This means that time is not wasted waiting for information from previous schools.
- Teachers make good use of homework to involve parents in their children's learning. Most pupils read regularly at home. Pupils are especially positive about research projects such as a recent one in Year 4 and Year 5 that involved finding out about different explorers.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils develop good personal skills. They are kind and caring and have good attitudes towards learning. They know why they need to work hard and enjoy being challenged to improve their learning through targets and other kinds of feedback. They do not, however, always take enough care to present their work neatly.
- Pupils get on well with each other irrespective of their different ethnic, social and cultural backgrounds. They show respect and tolerance, supporting each other well both in lessons and at playtime. Pupils who have joined the school say that having a 'buddy' helped them to make friends.
- Good use is made of the service pupil premium to support eligible pupils. It partly funds the 'Rainbow Room' which is used well to support the emotional and social well-being of pupils. Pupils also greatly enjoy the 'Daddies Club' which gives them a focal point to work together and share their feelings when a parent is away from home.
- Pupils feel safe and say that they are well looked after. Pupils say that there is some occasional bullying but teachers deal with problems quickly. School records confirm this.
- Pupils are clear about the dangers they may face outside school. They explain confidently how to avoid problems when using the internet. Activities such as 'Bikeability' help them to develop the skills they need

to stay safe when riding their bikes outside school.

- Pupils enjoy taking responsibility and do so sensibly. 'Junior Road Safety Officers' explain clearly their role in helping others. School councillors speak confidently about their role in initiating fundraising activities. They feel that they are listened to and are able to contribute their ideas towards school improvement.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well when moving around school. They are polite and courteous and are keen to share their experiences of school with visitors.
- Adults support pupils to behave well through a comprehensive reward system. Older pupils are clear why good behaviour is important. They feel that the school's rewards system is fair and is applied consistently. As one pupil commented, 'We know where we stand.'
- Pupils work hard and concentrate well most of the time. However, they occasionally become inattentive and fidget, especially when teaching does not engage them fully. This is especially evident in the mixed-age Reception and Year 1 class where not all staff are confident about how to deal with occasional misbehaviour.
- Playtimes are enjoyable occasions. Adult play leaders ensure that pupils have plenty to do. Consequently, pupils learn to play well together and develop strong social skills. Pupils respond quickly when the whistle is blown at the end of playtime and they move sensibly to their classes.
- Rates of attendance are broadly average. The vast majority of pupils arrive at school on time and are ready to learn. Leaders are working closely with outside agencies to improve the attendance of the very small number of pupils who are persistently absent.

Outcomes for pupils

require improvement

- Outcomes for pupils require improvement because their progress is not consistently good.
- Pupils do not make consistently good progress in the early years or key stage 1. Pupils' attainment at the end of Year 2 varies from year to year but was below average overall in 2015. Progress in the current key stage 1 remains uneven, with pupils making faster progress in Year 2 than Year 1. The most able do not make good progress because work is not matched well enough to the needs of these pupils.
- Pupils do not make fast enough progress in phonics. The proportion reaching the expected level in the national phonics screening check at the end of Year 1, while improving, has been below average for the last two years. The teaching of phonics varies in quality and does not always move learning on quickly. Pupils make the best progress in Year 2, where teaching more consistently meets the needs of pupils when they are learning about phonics. However, this is not always sufficient to ensure that pupils reach the expected level by the end of Year 2.
- Pupils who have special educational needs or disability also make variable progress. They make the best progress in Years 2 to 6, where there is a consistently good match of work to pupils' needs. In Year 1, their skills improve more slowly because work does not always take sufficient account of pupils' starting points.
- Across the school, pupils' work in subjects such as science, history and geography varies in quality. Pupils produce high-quality work in some classes, demonstrating good skills, knowledge and understanding. However, some work in these subjects lacks challenge and does not allow skills to improve quickly enough.
- Some aspects of outcomes for pupils are good and there is an improving picture in many parts of the school. Pupils' progress has picked up significantly in key stage 2 since the previous inspection. In 2015, pupils' attainment at the end of Year 6 was broadly average in English and mathematics, reflecting good progress from their starting points. Pupils' current work books shows that progress continues to be good in English and mathematics in key stage 2.
- The gap between the attainment of the very small number of disadvantaged pupils in each year group and that of others in the school and nationally is closing more rapidly than in the past. There are very few pupils who are eligible for additional funding but they receive well-tailored support that has a good effect on their progress.

Early years provision

requires improvement

- When children start school in either the Nursery or Reception classes, the majority are working at levels below those typically expected for their age. They settle well and enjoy what they do, but their progress is not consistently good. Consequently, they are not prepared well enough for life in Year 1.
- Outcomes for children vary considerably from year to year. In 2014, the proportion of children achieving a good level of development was very low, but in 2015 it was above national averages. Children currently in early years provision are making steady rather than rapid progress because teaching does not always meet their needs well enough. While there is a happy atmosphere when children are working, there are too many missed opportunities to move learning on more quickly, especially for the most able. Support for children who have special educational needs or disability is not always effective in ensuring that they make good progress in their academic, social or emotional development.
- In both the Nursery and Reception classes, most children quickly develop good attitudes to learning and join in enthusiastically in their work. They are encouraged to develop skills well in their own play, although some activities do not have a clear purpose, resulting in some children flitting between them.
- Adults plan interesting activities for the classroom but make little use of the spacious outdoor areas. Despite recent spending on new resources for the outdoor areas, these are not used well enough to support learning in the different aspects of the curriculum.
- Child protection and safeguarding arrangements are thorough. There are no breaches of welfare arrangements and children are kept safe. Adults ensure that children behave well most of the time. However, just occasionally staff do not make their expectations clear enough and children's learning is disturbed briefly by the challenging behaviour of a small number of children. Nonetheless, most children understand how they are expected to behave and they learn quickly to become self-reliant and helpful.
- There are good arrangements to help children settle when they start school. Parents speak positively of the good amount of information they received before their children started school. This was summed up by one parent who commented that, 'It was a great start because I knew what the school wanted me to do to help.'
- Leaders recognise that they have not secured sufficient and sustained improvement in the early years since the previous inspection. They have a good understanding of the priorities and are now receiving more support from the local authority to help increase the pace of change.

School details

Unique reference number	133605
Local authority	Suffolk
Inspection number	10011855

This inspection 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	125
Appropriate authority	The governing body
Chair	Jan Byrne
Headteacher	Stella Burton
Telephone number	01473 825120
Website	www.beaumontcp.co.uk
Email address	admin@beaumontschool.suffolk.sch.uk
Date of previous inspection	5–6 June 2014

Information about this school

- This school is smaller than the average-sized primary school, with six classes. Children in early years provision are taught in a nursery that is only open in the morning and in a mixed age Reception/Year 1 class.
- Around seven in 10 pupils come from service families. The number of pupils who arrive at or leave school during the year is high.
- The proportion of pupils who have special educational needs or disability is just above average.
- The proportion of pupils supported by the pupil premium is very high. The pupil premium is additional government funding provided to give extra support to looked after children, pupils known to qualify for free school meals or those who are from service families. Almost all pupils receiving additional funding fall into the latter category.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics in Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspector observed pupils' learning in 11 lessons, most of which were observed jointly with the headteacher. In addition, the inspector made some short visits to observe learning at other times.
- Discussions were held with pupils, staff, a representative from the local authority and governors.
- There were too few parental responses for the results of the online questionnaire (Parent View) to be available, but the inspector took account of written comments made through the survey. The inspector also talked to parents and carers at the start of the school day.
- The inspector heard pupils read and looked at a number of documents, including the school's own information about pupils' learning and progress; planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information and health and safety documentation.
- The inspector analysed 10 questionnaires from staff and five from pupils.

Inspection team

Mike Capper, lead inspector

Ofsted Inspector

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