



Viscount Beaumont's Church of England Aided Primary School

Inspection Report - Amended

Unique Reference Number 120194
Local Authority Leicestershire
Inspection number 291664
Inspection date 19 September 2006
Reporting inspector Chris Kessell

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Ashby Road
School category	Voluntary aided		Coleorton
Age range of pupils	4-11		LE67 8FD
Gender of pupils	Mixed	Telephone number	01530 412480
Number on roll (school)	77	Fax number	01530 416805
Appropriate authority	The governing body	Chair	G Raffle
		Headteacher	J Wright
Date of previous school inspection	9 October 2001		

Age group 4-11	Inspection date 19 September 2006	Inspection number 291664
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Viscount Beaumont's is a small primary school. The proportion of pupils who join the school during the academic year is quite high. Pupils come from a wide range of social backgrounds and nearly all pupils are of White British origin. The proportion of pupils with learning difficulties and disabilities is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. The headteacher and governors are aware of the school's shortcomings and have introduced a number of strategies to affect change. As a result the school has shown its capacity to get even better.

Pupils have not made enough progress in previous years. This is no longer the case as achievement is now satisfactory. This is because staffing and classes have been reorganised and there is now a strong focus in the school development plan on improving standards, particularly by the end of Year 2. As many of the year groups are small, standards vary significantly year-on-year. Children enter Reception class with the skills expected of their age. As they move through the school they make satisfactory progress because teaching and learning are satisfactory, although progress is good in Reception and in Key Stage 2. Standards in Year 6 are above average. Pupils are enthusiastic learners. Whilst they enjoy their lessons and talk about their activities and different subjects with passion, pupils sometimes find their work too easy and are not challenged enough; others struggle occasionally because work is too hard. This is a result of teachers' expectations not always being high enough and work that is not well matched to pupils' abilities. Assessment information is not consistently well used when planning activities for the next steps of learning. Although subject co-ordinators manage their subjects satisfactorily, they are not sufficiently involved in improving pupils' achievement and raising standards.

The pupils' personal development and well-being are strong features of the school because pupils are cared for well. One parent fittingly described the school as 'fostering a real caring atmosphere with the bigger children taking care of the younger ones'. The pupils feel safe and cared for. The youngest children, for example, work safely and take good care of each other when they use rakes and hoes as they do their 'gardening'. Pupils know their views are important and are looking forward to the forthcoming school council elections. Older pupils provide good explanations about the importance of healthy eating and what constitutes a healthy lifestyle. As a result the pupils are very well behaved and make sensible decisions when they work and play together and leave well prepared for adult life and the next stage of education.

What the school should do to improve further

- Use assessment information more effectively to track pupils' progress so as to ensure that all pupils are given work that is appropriate to their abilities.
- Improve the role of subject co-ordinators in order to ensure that teachers' expectations are high enough and achievement and standards are raised, particularly in Years 1 and 2.

Achievement and standards

Grade: 3

Although attainment on entry can vary quite significantly each year, the majority of children start school at levels that are typical for their age. As a result of good teaching and well-organised provision in the Reception class, the children achieve well. They settle well and most either achieve or exceed the expected learning goals before joining Year 1.

The good start that children make in Reception has not always been built upon effectively. The school is aware that some pupils in Years 1 and 2 have not made sufficient progress. They are currently focusing hard on improving pupils' achievement and raising standards in this part of the school. It is too early to judge the overall impact but if the pupils reach their expected targets, standards will improve, as will achievement.

Achievement is better as the pupils get older. This is the result of more effective teaching and better curriculum organisation. Consequently, many pupils make good progress in relation to their starting points. Standards at the end of Year 6 are above average. Pupils with learning difficulties and disabilities achieve satisfactorily, although their progress, like that of their peers, can be erratic because it is not always tracked as effectively as it could be. Assessment information is not used consistently well across the school.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and look forward to meeting their friends and teachers. Attendance is above the national average. Pupils are sensible and mature as a result of the care and support provided throughout the school. Pupils play and work well together, as demonstrated when Year 5 pupils played 'Call my Bluff' as part of their literacy work. Christian values and teachings are promoted well as an essential part of a balanced programme of assemblies and religious education. This provides a strong basis for the spiritual, moral, social and cultural development of pupils, which is good. Pupils are provided with satisfactory opportunities to study a range of cultures and beliefs.

Pupils have a good understanding of how to keep healthy and safe. Year 5 and 6 pupils, for example, made the most of a playground hockey lesson, working hard as they raised their heartbeats in an energetic warm-up session. Pupils effectively learn the importance of community involvement by taking part in events within the local and wider community and raising funds for charity. The good opportunities the school provides for the pupils to work together and the above-average standards the pupils reach in English and mathematics equip them well for when they move on to secondary education and adult life.

Quality of provision

Teaching and learning

Grade: 3

Inconsistencies in the quality of teaching have led to underachievement in previous years. The school is working hard to address this and the quality of teaching is improving. Clear learning intentions are shared with pupils, and they are keen to explain and show what they are doing. Classroom relationships are very strong and teaching and non-teaching staff work hard to support all pupils. Teachers attempt to cater for the differing needs of the pupils in their classes but assessment information is not used effectively enough to do this accurately. Consequently, not all pupils are sufficiently challenged by the work they are set, whilst others find it too difficult. When this happens, pupils' learning is affected and they do not make the progress they should.

Learning support assistants provide valuable help, particularly to pupils who find activities difficult. The school has introduced a new marking policy this term. Pupils say it is helpful and is motivating them to develop a sense of pride in their work.

Curriculum and other activities

Grade: 3

The school's satisfactory curriculum enables the pupils to make expected progress. Appropriate and particular attention has been paid to developing reading and writing provision to raise standards in Year 2. The school is beginning to develop the curriculum further so that it becomes more creative and innovative. It offers a good range of extra-curricular activities after school and during lunchtime. The provision for information and communication technology (ICT) has improved since the previous inspection. Pupils enjoy ICT and are aware of a school target 'to use ICT in all lessons'. They are, however, frustrated by the network problems in the ICT suite, which is a barrier to them improving their rate of progress. The curriculum is effective at promoting pupils' personal development, particularly through activities such as 'circle time' where pupils talk frankly about different and important issues. The pupils are particularly pleased their views are listened to. They have brought about popular changes such as having music in the background during lunch.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory, but aspects of care shown by the school are good. There are effective procedures in place for safeguarding pupils and for promoting their well-being. Arrangements for making sure that pupils remain healthy and safe are taken seriously by the school and reviewed regularly. As a result, pupils feel safe and secure. They are confident that they can talk to anyone in the school if they have a problem and appreciate the 'worry wallet' outside the

headteacher's room. There are good links with outside agencies that benefit more vulnerable pupils.

Academic guidance is satisfactory and reflected in the progress made by pupils. It is too early to judge the impact of the school's new marking policy on improving academic guidance and achievement, despite the pupils' enthusiasm. Pupils are provided with individual learning targets but their understanding and appreciation of the usefulness of these in improving their achievement is very mixed.

Leadership and management

Grade: 3

Leadership and management, including governance, are satisfactory. The school has made satisfactory improvement since the last inspection. Although there have been significant improvements in the school's accommodation, the underachievement by some pupils, particularly in Year 2, was not addressed quickly enough. The headteacher has a clear vision for the school and is determined to ensure that the school's effectiveness improves at a better rate. Recently introduced strategies to improve pupils' achievement in the infant years are an indication that concerns about the school's performance are being addressed. There is a strong sense of purpose throughout the school.

Parents are canvassed for their views regularly and both they and the pupils are confident that their views count and are acted upon. The school has good links with other schools and outside agencies that benefit the pupils well. There are also close and effective links with the Diocese that support and enhance the Christian nature of the school.

The school's self-evaluation is accurate, with much of this being driven and led by the headteacher. Subject leaders do not contribute sufficiently to checking, evaluating and determining what is going to improve pupils' achievement and raise standards. Because of this, much of the school's professional development is correctly focused on improving subject leadership.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Some of you will remember that we visited your school a few weeks ago to find out how well you are doing. We came to see you at work and to talk to you about your learning. I am writing to thank you for being so helpful and welcoming. We think that your school is satisfactory and, with all of the hard work put in by the staff, getting better. Many of you make good progress in your work but unfortunately this does not happen all of the time. We have asked the school to make sure that all of you make good progress, particularly in Years 1 and 2. They will do this by making sure that you all get work that is not too easy or too hard and by checking and tracking your progress very carefully.

Everyone takes good care of you. The school does this particularly well. You are very keen on your work, your behaviour is good and you enjoy coming to school. You feel safe and get on well with each other. The staff support your headteacher in running the school but could do more to make things even better. All staff will be keeping an eye on how you are doing and thinking of things that can make you better.

Best wishes for the future.