

Beaufort Community Primary School

Inspection report

Unique Reference Number	131980
Local Authority	City of Derby
Inspection number	293907
Inspection dates	5–6 July 2007
Reporting inspector	Georgina Beasley

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 on roll	
School	270
Appropriate authority	The governing body
Chair	Mrs Alison Stirland
Headteacher	Ms Carla Dewberry
Date of previous school inspection	3 March 2003
School address	Hampshire Road Derby Derbyshire DE21 6BT
Telephone number	01332347275
Fax number	01332 343724

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Nearly all of the 278 pupils who attend this larger than average school are from White British or European backgrounds and all but a very small number speak English fluently. Small numbers are from Asian, Black, Gypsy Roma and different minority ethnic backgrounds. The proportion of pupils eligible for free school meals is over twice the average. A higher than average proportion has learning difficulties. The school has a designated Children's Centre and provides extended day care.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. The headteacher, assisted effectively by the deputy and assistant headteachers, gives clear direction. This collaborative team's decisive action is bringing about good recent improvement.

Pupils' progress and achievement are satisfactory and are starting to accelerate. Standards are improving, although they remain exceptionally low at the end of Reception and Year 2 and below average at the end of Year 6. Teaching is satisfactory. There are good aspects in all lessons, although, on occasions, teachers do not expect enough of the more able pupils. Provision in Nursery and Reception is satisfactory. Current assessment systems are satisfactory, but do not enable the school to track progress from Nursery to the end of Year 2 as effectively as it does for pupils in Years 3 to 6. Work is continuing to establish an assessment system that checks more accurately how much progress children make in all areas of learning and which the school can use to set targets for the children's expected achievement at the end of Year 2.

Pupils' personal development is good. From the time they start in Nursery, the school effectively builds children's independence, self-confidence and self-esteem. There is a real spirit of community and pupils are proud of their school. As one parent commented, 'Beaufort is one big happy place'. Relationships are strong and behaviour is good. The good personal, social and health education curriculum and very good enrichment activities help pupils develop a good understanding of how to lead healthy lives and how to keep themselves safe. Pupils take their responsibilities seriously, and are excited to see whether they are to be 'Star of the Week' and so do the extra jobs around the school. Pupils are developing satisfactory skills that they will need in later life. Plans to link learning between subjects to add interest and relevance and to provide further opportunities for pupils to practise their literacy, numeracy and information and communication technology (ICT) skills have still to be fully implemented.

Good partnerships with parents, governors, local schools and with the local and wider world community make a positive contribution to pupils' well-being. The extended day care provides a varied range of activities for pupils' enjoyment.

Leadership and management are satisfactory. Through effective evaluation and monitoring by the leadership team, the school has an accurate picture of its work and measures its successes appropriately against pupil achievements. Improvement since the previous inspection is satisfactory. However, the involvement of the curriculum teams in evaluating and monitoring the school's work has only recently started to improve. There is now an urgent need to tackle these because they were identified as issues in the previous inspection. The school has satisfactory capacity to improve and provides satisfactory value for money.

What the school should do to improve further

- Involve curriculum teams in monitoring and evaluating the effectiveness of strategies for reaching the school's challenging targets for improvement.
- Use assessment information to track pupils' progress and to identify challenging targets, especially from Nursery to the end of Year 2, and involve pupils in the process so they know what to do in order to improve.
- Raise teachers' expectations of what the more able pupils can do and plan work that extends their learning.

- Link learning across subjects, so that pupils can practise key skills of literacy, numeracy and ICT in different contexts.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children start in Nursery with extremely poor knowledge, understanding and skills, especially in literacy and numeracy. They make satisfactory progress overall but standards are still exceptionally low at the end of the Reception year. However, good progress in their personal development results in high levels of independence by the time they start in Year 1.

At the end of Year 2, standards are still exceptionally low in reading, writing and mathematics. Progress is satisfactory but is not fast enough for pupils to reach expected levels of attainment for pupils of this age. Boys perform less well than girls in reading and writing.

Standards in the current Year 6 are below average in English, mathematics and science but each year sees further improvement that enables the school to reach its targets. This represents satisfactory progress in Years 3 to 6 because these pupils had slightly higher starting points at the beginning of Key Stage 2. The literacy, numeracy and ICT skills that pupils will need in future life are satisfactory.

Throughout the school, most pupils make the progress that they should. However, the number of pupils exceeding nationally expected standards is below average because often work is not always challenging enough for the most able. Pupils with learning difficulties make satisfactory progress with a growing proportion this year coming close to levels expected for their age by the end of Years 2 and 6.

Personal development and well-being

Grade: 2

Most pupils enjoy school and the uptake of the wide range of clubs and extra-curricular activities is high. The Children's University has been particularly successful in developing pupils' good understanding of healthy living, in developing their good social skills and in improving their knowledge of economic matters. Most pupils act responsibly. They respond positively to initiatives such as 'Huff and Puff' and the 'Travel Plan' that promote active lifestyles. Playtimes are happy and harmonious social occasions. Many pupils relish responsibilities, ranging from acting as 'Buddies' to younger pupils on the playground to selling goods from their allotment. The influential school council has had a positive impact through, for example, their involvement in designing an inner courtyard garden.

Spiritual, moral, social and cultural development is good. Pupils develop a respect for their own and others' beliefs and cultures, and have positive social skills and a strong moral basis for their good behaviour. Most pupils attend every day and enjoy their time in school. However, despite the school's best efforts, a minority of pupils is persistently absent and so attendance rates remain below average.

Quality of provision

Teaching and learning

Grade: 3

Teaching is beginning to improve pupils learning and accelerate progress. Child-initiated activities enable children in Nursery and Reception to make independent choices and develop their personal skills well. However, opportunities for teachers to focus children's learning in a way that increases the progress that they make are not always identified clearly enough in these activities because assessment and tracking systems are not sufficiently well developed.

Good aspects in all lessons include a strong focus on developing pupils' vocabulary and speaking skills and effective support for pupils with learning difficulties. As a result, most pupils are confident to contribute and share their ideas and their writing includes a rich choice of words. The few interactive whiteboards are used effectively to maintain pupils' concentration and interest.

In Years 1 to 6, teachers give pupils targets that link closely to their learning needs. This helps teachers to plan suitable learning for most pupils. However, these are not always specific enough and so, in some lessons, teachers do not expect enough of more able pupils. On occasions, when teaching is outstanding, lessons are exciting yet challenging and encourage pupils to investigate and find things out for themselves. Pupils in these lessons make rapid progress and thoroughly enjoy their learning.

Curriculum and other activities

Grade: 3

The curriculum is broad, balanced and meets requirements. There are interesting plans to make learning more meaningful by making links between subjects to provide further opportunities for pupils to practise their literacy, numeracy and ICT skills. This is in the early stages of development for younger pupils, and still has to be implemented further up in the school. In contrast, well-structured personal, social and health education and varied opportunities for enrichment support pupils' learning and personal development effectively. A wide range of clubs, including sporting and musical activities and others such as dance, gardening and ICT meet all pupils' preferences. Good links with the wider community further enrich pupils' learning. Pupils regularly take part in sports tournaments and dance festivals and the Children's University provides extra valuable learning opportunities.

Care, guidance and support

Grade: 3

Child protection and health and safety procedures are secure and fully meet current requirements. Staff know what to do if they have concerns and pupils know that they can confide in a trusted adult. 'Sharing Boxes' allow an additional anonymous way of sharing worries. A good range of high quality support enables vulnerable pupils and families to participate fully in school life. Very constructive relationships with outside agencies and other schools ensure provision for pupils with learning difficulties is good and the move for pupils when they enter or leave the school is a positive experience.

Marking of pupils' work has improved recently and indicates what pupils do well and where they need to improve. Pupils have targets for improving their work in literacy and numeracy

but these are too general and not yet sufficiently focused on individual achievement. Consequently, pupils are not always clear enough about what they need to do to make their work better.

Leadership and management

Grade: 3

The headteacher, supported well by the deputy and assistant headteachers, demonstrate clearly focused leadership and a strong drive to improve provision and raise standards. This fairly new team has monitored and evaluated the school's performance effectively, taking positive action where needed. As a result, there are signs of improving standards, more effective teaching and better behaviour. Systems to monitor standards and achievement provide the leadership team with a clear evaluation of where the strengths are and what needs to be improved.

Curriculum teams set up this year have clear roles and some exciting ideas about how to develop the curriculum. However, their role in monitoring and evaluating the performance in subjects and of the school overall are at an early stage of development. Consequently their impact on standards has yet to be felt.

The governing body supports and challenges the school's work in equal measure, but its role in monitoring and evaluating its performance is still being developed. However, some governors are very involved and make a positive contribution to pupils' learning.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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 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	3
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	3
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	3

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.

Annex A

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

9 July 2007

Dear Pupils

Inspection of Beaufort Primary School, Derby, DE21 6BT

Thank you for making us feel so welcome when we inspected your school recently.

We think your school is satisfactory but there are some things that are good. Behaviour is always good in lessons and most of you behave well for nearly all of the time when playing outside. The school makes sure you are learning how to stay safe and keep fit and healthy, particularly through the Children's University activities, growing and eating fruit and vegetables from your allotment and playing sport and keeping active at lunchtimes. You all help to make the school a better place by doing those extra jobs around school. Teaching is good or better when teachers expect you to do work that challenges you to think and to talk about what you are doing using the correct vocabulary. I know your teachers are looking forward to additional interactive whiteboards being installed so they can use them more often. I bet you are too.

You are now making satisfactory progress but inspectors think some of you could do even better in reading, writing and mathematics. We have asked your headteacher and teachers to look at ways of developing the school's assessment systems so they can track your progress more accurately and set challenging targets for your achievement at the end of Reception, Year 2 and Year 6. We also think you are ready to have your own targets based on your own particular learning needs. You can help by working with teachers to decide your targets and making sure when you review your work at the end of lessons you look closely at these.

Ms Dewberry is a good headteacher. She and all members of staff make sure you enjoy school. The headteacher and all the teachers have worked hard to plan a curriculum that is interesting and so the extra things you do are very good. We have asked them to look for ways of making the curriculum even more interesting, by linking learning across subjects like they do in younger classes and letting you practise your reading, writing, mathematics and ICT skills in other subjects.

I hope you continue to enjoy school and many more successes.

Yours sincerely

Georgie Beasley

Lead Inspector