

Beaumont Community Primary School

Inspection report

Unique Reference Number	133605
Local Authority	SUFFOLK LA
Inspection number	316165
Inspection dates	6–7 November 2007
Reporting inspector	Michael Madden

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	124
Appropriate authority	The governing body
Chair	Mrs Jan Byrne
Headteacher	Miss Stella Burton
Date of previous school inspection	29 November 2004
School address	Durant Road Hadleigh Suffolk IP7 6GD
Telephone number	01473 825120
Fax number	01473 829997

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school occupies modern accommodation designed to benefit from sustainable resources. It draws many of its pupils from new housing on the edge of Hadleigh and is occupied largely by military service families. It is of below average size. The composition of its mixed age classes changes frequently as a large proportion of the pupils leave or join during the school year. The overall attainment of the pupils on entry is below average. A relatively large proportion of them have learning difficulties and/or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is, as the school and most parents recognise, a good school. Pupils' personal development is promoted strongly and is outstandingly good. Their courtesy, regard to safety and good behaviour in particular contribute much to a climate in which learning is greatly enjoyed. The staff have a good understanding of the relatively low attainment of children on entry. They use assessment well to fulfil the headteacher's challenging maxim for new pupils that 'You're only new for a day'. As a result, the quality of teaching and learning is good throughout the school and most of the pupils make good progress.

In the Foundation Stage and in Key Stage 1, the pupils usually make good progress and reach standards that are a little above average. In Key Stage 2, most of the pupils make good progress in lessons and in that way many overcome gaps in their knowledge and skills that arose through frequent changes of school. Overall, their achievement is good and leads to overall standards that are broadly average. However, the school's most capable pupils are not always sufficiently challenged to attain their full potential.

The school teaches the full range of subjects, though computers are not fully enough exploited to promote learning. The staff provide a good range of additional activities that broaden pupils' interests and experience. The pupils receive much well-informed general advice and strong support when needed. The experienced staff pay close attention both to pupils' personal development and to their learning.

The school is strongly led by the headteacher, who has built a highly capable and committed staff team. There have been steady improvements since the previous inspection. Self-evaluation has reflected sound analysis of the pupils' progress, though not sufficient evidence of their progress in Key Stage 2. The staff have, nevertheless, identified most of the important improvements that are needed, including further refinement of the assessment procedures. The school provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Foundation Stage provision is very good. A well equipped Nursery classroom is carefully planned to stimulate and support the expected range of learning, which is extended in a secure outdoor area and a nearby classroom where children in Reception are taught alongside those in Year 1. The staff provide good care and many engaging and stimulating activities, and they encourage good behaviour. The children readily share, take turns and join in talk about their activities and experiences. Assessment is used effectively to identify individual learning needs and report progress to parents. Children enter the stage with relatively weak language skills and personal development. Most make good progress, including in their personal development, and enjoy their learning. By the end of the stage most who stay have made good progress towards the early learning goals. Staff evaluate this aspect of the school well and their priorities include further development of assessment and planning, and extension of the range of outdoor play.

What the school should do to improve further

- Ensure that the most capable pupils are given consistently demanding work.
- Make greater use of information and communication technology (ICT) to promote learning.
- Refine assessment procedures to help improve achievement and self-evaluation.

Achievement and standards

Grade: 2

In Key Stage 1, the pupils build on their confidence and attainments from the Foundation Stage and usually make further good progress. The results of national tests have been above average, though they fell a little in 2007. The pupils currently in Year 2 have sound basic skills and knowledge. In Key Stage 2, pupils' overall attainment in national tests in Year 6 has usually been comparable to that expected nationally. For many pupils, frequent school changes leaves gaps in their knowledge. In 2007 the school's national test results fell below average as a result of weaknesses in pupils' writing. Pupils' progress in Key Stage 2 is, nevertheless, good. Increasingly effective use is made of assessment and of simple practical targets to guide pupils' learning. Those who remain at the school for three or more years make greater progress than is normally expected. In lessons throughout the school, most of the pupils make good progress, though the most capable are not always sufficiently stretched. Pupils who have learning difficulties and/or disabilities usually make good progress.

Personal development and well-being

Grade: 1

Almost all of the pupils come quickly to understand what is right and what is wrong. They arrive punctually for school and the large majority work responsibly and productively throughout the day. Sound basic skills are complemented by a high level of confidence in collaboration and learning that gives good foundations for their future well-being. Attendance is good, being restricted to the national average largely by absences associated with parents' military leave. The behaviour and attitudes of the pupils are outstanding. They settle quickly, show interest and take pride in their work. They consider the needs of others and they willingly help or fulfil responsibilities such as contributing to the school council. Most of the pupils have a good and growing understanding about their health and the parts played in it by diet and physical activity. The pupils are aware of their environment, hold it in high regard and take good care to preserve it. They also have a strong awareness of factors affecting their security, act responsibly and cautiously in play, look after each other's safety and know where to find help if needed. They show interest in many of the activities available to them, including making seasonal contributions to the local community and supporting a child in Africa. The pupils' spiritual, moral, social and cultural development is good. Their positive dispositions and attitudes contribute much to a climate in which they feel safe and enjoy their learning a great deal.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. The staff have high expectations and good control of lessons, and they work hard to maintain a good climate for learning. They plan carefully and use resources and varied activities that quickly capture and maintain the interest of their pupils. Teaching assistants are deployed well and provide strong support for learning. Teachers respond to pupils' work frequently and constructively, through marking or in classroom discussion, and they encourage pupils to continue their learning out of school. Lessons meet most of the pupils' needs well. They are particularly effective for the youngest pupils and for pupils who have

learning difficulties and/or disabilities. However, they do not always provide sufficient challenge for the school's most capable pupils.

Curriculum and other activities

Grade: 2

The curriculum meets statutory requirements and most of the pupils' needs, including good attention to literacy as well as numeracy. A programme of personal, social and health education steadily promotes pupils' awareness and understanding about important topics. ICT is taught but does not play a full enough role in promoting pupils' learning. Curriculum plans for mixed age classes are adjusted each year to ensure fresh interest for the pupils. The school makes good use of its premises to build pupils' understanding of ecology, sustainable energy and recycling. Local events, visits, visitors and periods devoted to special themes further enrich learning. In addition, a good range of activities encourages interest and fosters skills in sports, music, drama, cycling and, for older pupils, homework. A school council gives pupils good opportunities to share concerns and promote improvements in the life of the school.

Care, guidance and support

Grade: 2

The staff provide close day-to-day supervision and good support for the pupils. The school manages attendance well and with sensitivity to the needs of families of military personnel. Daily routines contribute well to pupils' understanding of factors affecting their health. Good assessment arrangements ensure a rapid and full induction into classes for pupils who join from other schools. Pupils who have learning difficulties and/or disabilities are identified quickly and usually receive good support from the staff. Frequent testing and checking of pupils' progress lead to effective extra support for those most at risk of underachievement. The school makes detailed risk assessments, has sound arrangements for vetting adults who work with the pupils and has timely plans for fresh staff training in child protection. As many parents believe, the school provides a secure environment in which their children thrive.

Leadership and management

Grade: 2

Leadership and management are good. An enthusiastic, experienced and highly capable staff share the headteacher's high aspirations and commitment to inclusion. The governing body is well organised and supports the school strongly. Monitoring of work helps to focus staff training on ensuring a good quality of education. Targets are used increasingly effectively to help raise pupils' attainment. Since the previous inspection, the staff have built constructive relationships with parents and improved the monitoring of pupils' progress. They have also developed a good range of helpful partnerships with other agencies and schools. Senior staff evaluate the school's work systematically, though with relatively little reference in the school's recent self-evaluation form to pupils' progress in Key Stage 2. They have identified and planned for most of the important areas for continued improvement, including assessment and challenge for the most capable pupils. The school provides a good quality of education and good value for its broadly average unit cost.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 November 2007

Dear Children

Inspection of Beaumont Community Primary School, Hadleigh IP7 6GD

I visited your school a little while ago to find out how well you are taught and looked after. Thank you for making me welcome and for answering my questions.

You and your parents like the school and I agree that it is good. I particularly liked the way:

- you behave well, think of others and help them when needed
- your teachers make lessons interesting
- the youngest of you settle and learn quickly in the Nursery class
- you all work well in lessons
- you told me so much about the environment and your school's wind turbine.

Your headteacher, Miss Burton, the staff and the governors are doing a good job. Your teachers know what the school does well and what it needs to make better. I have asked them to make a few improvements.

- Make more use of computers to help you learn.
- Make sure there is more really hard work for those who can do it.
- Use information about you a bit more to check your progress as you get older.

You have a good school. You can help your teachers to make it even better by going on working hard and behaving as well as you did during my visit. I enjoyed my visit very much. Thank you again.

With good wishes

Michael Madden

Lead inspector