

Beaumont Lodge Primary School

Inspection report

Unique Reference Number	120087
Local Authority	Leicester City
Inspection number	329615
Inspection dates	18–19 November 2008
Reporting inspector	Pat Walsh HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	187
Government funded early education provision for children aged 3 to the end of the EYFS	24
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Derrick Matthews
Headteacher	Dawn Solla
Date of previous school inspection	1 May 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Astill Lodge Road Beaumont Leys Leicester LE4 1DT
Telephone number	0116 2366925
Fax number	0116 2366823

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This average size school serves part of the large Beaumont Leys estate on the outskirts of Leicester. At the last inspection in May 2007, the school was judged to require special measures. There is Early Years Foundation Stage (EYFS) provision for children in the Nursery and Reception classes. The school provides extended support through a breakfast club. The proportion of pupils eligible for free school meals is higher than average. The majority of pupils come from a White British background, although about a third are from minority ethnic backgrounds and a growing number are in the early stages of speaking English. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school has gained the bronze Healthy School award and the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. The school has made some important improvements in its provision since its last inspection and its overall effectiveness is now satisfactory. The headteacher is the driving force behind recent improvements and she has made a significant difference to the school by raising the staff's expectations of what pupils can achieve. Pupils' personal development is good and a strength of the school. The rapid changes taking place demonstrate the leadership's clear focus on improving standards. The better teaching and the resulting rise in pupils' achievement provide reliable evidence of the school's good capacity to improve.

Children enter the Nursery with skills and knowledge that are below the expectations for their ages. They make satisfactory progress in the EYFS and Key Stage 1, so that by the end of Year 2, standards are just below the national average. Progress is satisfactory in Key Stage 2. The legacy of weak teaching means that the standards of pupils' work are below the levels expected in Years 3 to 6, particularly in writing. The percentage of pupils achieving the higher levels has increased but remains below average overall. The school recognises there is more work to be done and is addressing the need to improve further pupils' writing in all year groups. There are early indications that their actions are beginning to raise achievement in this area. Pupils with learning difficulties and/or disabilities make satisfactory progress towards their targets.

Pupils' personal development and well-being are good because pupils feel safe and cared for. Attendance has improved as a result of the school's drive to work more closely with parents and carers to reduce absence. Pupils have a good understanding of how healthy eating and exercise are important. Care, guidance and support are satisfactory overall and all pupils benefit from clearer guidance about their work.

The teaching is satisfactory and improving, which shows in pupils' better progress. There is now a shared understanding among staff as to what constitutes effective teaching. In many lessons, teachers challenge and engage pupils well, however this does not always extend to higher achieving pupils. There are satisfactory procedures for checking how well pupils are getting on, and effective marking and target setting are beginning to have an impact on pupils' improved achievement.

The school provides a satisfactorily broad curriculum with a good range of additional activities. Work to develop the curriculum by linking subjects together to make it more interesting and enjoyable for pupils is at an early stage. Additionally, opportunities are lost for pupils to practise basic skills in all areas of the curriculum.

Leadership and management are satisfactory. The school knows what needs to be done to improve pupils' learning and the strategic planning is effective. The headteacher has developed an enthusiastic team that is committed to providing the best opportunities for pupils. Leaders recognise that the main priority is to ensure that pupils have the essential skills that will prepare them more fully for the next stage in their education and for later life.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the EYFS with skills and knowledge that are below the expectations for their age, particularly in language and social skills. They make satisfactory progress as a result of

sound teaching. They settle quickly into school, enjoy the work they do and make good progress in their social development. This is because all adults have consistently high expectations of behaviour, and they work together well to create a caring and secure environment. The relationships between children and adults are good. The early links established with parents are effective in encouraging them to be fully involved in their child's learning. Children take part in a wide range of activities, but these do not always take into account the different abilities within each year group and this limits the progress some children make. Furthermore, although recent changes to planning have resulted in a better range of tasks, there are still too few opportunities for children to be independent. The Foundation Stage is satisfactorily led and managed. Links between the nursery and Reception classes are beginning to emerge. However, there is room for further development so that planning focuses clearly on how assessment information is used to improve children's learning across the EYFS.

What the school should do to improve further

- Raise standards, particularly in writing, together with the performance of higher attaining pupils by ensuring that teaching is consistently good across the school.
- Extend opportunities for pupils to use literacy, numeracy and information and communication technology (ICT) to enrich learning in other subjects. A small proportion of schools whose overall effectiveness is judged to be satisfactory, but which has areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Achievement has improved since the last inspection and is satisfactory overall. This is the result of increasingly accurate assessment and improved teaching and learning. Pupils enter Year 1 with standards that are below what would be expected for their age. Recent data shows that levels of speaking and listening are significantly low. The most recent end of Key Stage 1 teacher assessments indicate that standards, although below average overall, are rising. Pupils' achievement in Years 3 to 6 is satisfactory, however, standards remain below average. The school's performance in national tests for pupils in Year 6 is improving steadily and is now closer to national averages. The 2008 data indicates improved attainment in mathematics and science. However, standards in English, and particularly in writing, remain too low. Recent improvements have led to more even rates of progress for all pupils, but pupils' achievement remains satisfactory because not all teaching is yet good enough. The school swiftly identifies pupils who need extra support in their learning and this ensures that pupils with additional needs and those in the early stages of learning English make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' thorough enjoyment of school is reflected in their good behaviour and positive relationships. Their attendance has improved and is now broadly average. Pupils' social, moral, spiritual and cultural development is good. Pupils say that bullying is very rare and they are clear about procedures for dealing with incidents should they occur. The pupils understand how to keep themselves safe and show a strong commitment to healthy living in their exercise and eating habits. They speak highly about the school and the various opportunities available to them. The school council makes a satisfactory contribution to school life and ensures that pupils' views are voiced. Most pupils are confident, engaging in lively conversation with adults.

Pupils enjoy taking responsibility and are keen to be 'buddies' to support their peers, or 'red hats' who promote active play using outdoor equipment. Raising funds for a range of charities give pupils an understanding of wider social and economic issues. Pupils make a significant contribution to the wider community by participating in local events including 'Sing for your School'. Pupils' sound contributions to the school and the local community, along with improving literacy and numeracy skills, help to ensure that they are adequately prepared for the next stage of their education and the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning have improved significantly. All teaching is now satisfactory and a greater proportion is good than at the time of the last inspection. Such gains are the result of increased rigour in monitoring, well-focused staff development and better use of assessment to track pupil progress and plan future learning. More consistent planning is, in most instances, underpinned by teachers' secure subject knowledge and suitably high expectations of pupil performance. Such features, combined with clear expectations at the start of lessons and adults' good rapport with learners, frequently results in pupils' enthusiastic participation in learning. Teachers mainly provide tasks that are well matched to pupils' stages of learning. However, there are times when work is not sufficiently demanding for more able pupils, thus reducing the quality, extent and pace of learning. In most lessons, teachers' good questioning, together with the use of 'talk partners', helps pupils clarify thinking and consider their responses. There are times though, when questions are not sufficiently well focused to support learning, and introductions to lessons are overlong thus reducing time available for active learning. Teachers often use interactive whiteboards well to support pupils' learning, for example in Year 2 to support pupils' understanding of division. Teachers' thorough marking, together with pupils' increasing involvement in evaluating their own performance, helps pupils become more involved in their own learning and gives them a clear understanding of how to improve.

Curriculum and other activities

Grade: 3

The school now provides a satisfactory curriculum. A greater focus given to literacy and numeracy has led to pupils' improving levels of performance. Provision is enhanced by a satisfactory range of visits, visitors and 'themed' events, together with a good number of out-of-class activities including drama, cooking and lunchtime homework clubs. Although in most instances the planned curriculum meets the needs of learners, tasks do not always provide sufficient challenge for more able pupils. The school's increased use of literacy skills in other subjects is beginning to improve pupils' achievement in writing, for example when Year 6 pupils used instructional writing to test which materials are electrical conductors. The school is now working to implement a programme in science to secure the systematic development of pupils' knowledge and skills as they move through the school. A comprehensive programme of personal, social and health education, supported by residential trips and work related to gaining Healthy School status, gives pupils a good understanding of the need for safe and healthy lifestyles.

Care, guidance and support

Grade: 3

The positive ethos of care is supported by an inclusive curriculum and a good pastoral system. Routines for managing behaviour are clear and consistently applied and these, together with the new system of rewards, are successfully improving behaviour. Procedures for safeguarding pupils are secure. Teachers know their pupils well and are successfully monitoring their progress and setting targets to improve their achievement. Effective links exist with the local schools to ensure that pupils' well-being continues when they move schools. The good personal support given to pupils with learning difficulties, emotional needs, and those at the early stages of learning English, enables them to make similar progress to other pupils. However, the school has yet to develop fully the support given to pupils identified as gifted and talented. Good links are maintained with other services to support the well-being of vulnerable pupils. Academic guidance has improved and is now satisfactory. Pupils are becoming increasingly involved in evaluating their own performance and have a growing understanding of the next steps in their learning.

Leadership and management

Grade: 3

The school's good capacity to raise achievement is the result of the drive and commitment of the headteacher. Leadership and management have improved rapidly under her strong direction and this has resulted in steady and sustained improvement in the quality of teaching. Her clear vision has enabled staff to implement initiatives to improve pupils' achievement that are starting to show signs of success. The deputy headteacher, although new in post this term is fully involved in the accurate self-evaluation and the long term planning for improvement. The school has responded well to addressing the issues from the last inspection through focused action planning. However, it is not complacent in recognising that there is still some way to go to increase the proportion of good teaching and to enable all pupils to achieve their potential. Leadership and management remain satisfactory because, although there is an evident trend of improvement, standards and achievement have not yet been raised enough. Subject leaders have a clear understanding of their role and the priorities for development in their subject area. They are using assessment data systematically to check the pupils' progress and set targets for improvement. Governors have a good understanding of what still needs to be done; they take a more active role in monitoring the quality of provision and provide satisfactory support and challenge. The school is developing satisfactory community cohesion through effective links with parents and the local secondary school. The school now provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
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	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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 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

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	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

Annex B

Text from letter to pupils explaining the findings of the inspection

20 November 2008

Dear Children

Inspection of Beaumont Lodge Primary School, Leicester LE4 1DT

Thank you for making us welcome when we visited your school. We really enjoyed looking around and meeting you, your teachers and teaching assistants, and seeing what you achieve in school. We found talking to you very interesting and these discussions helped us to come to decisions about how good your school is. Your school has really improved in the last year and we have decided that inspectors do not need to visit every term to check how things are going. All the staff work hard to help you learn as much as you can and the school is now providing you with a satisfactory education.

We were particularly impressed by your good behaviour in lessons and how you are using your targets to help you improve your work. It was good to see how many of you are going to the lunchtime homework club. You told us that you feel safe and happy in school and we were delighted to see that the buddies and red hats are doing such a good job in making the playground a peaceful place. I have asked your headteacher, the teachers and the governors to make sure that more of your lessons are good and that you all get work that really makes you think hard. This will help you to become good writers and get better results at the end of Year 6. I have also asked them to plan work in all subjects that gives you lots of practice in literacy, numeracy and ICT. I am sure you will help by continuing to behave well, attend school every day, and always doing your best. I wish you well for the future.

Yours faithfully

Pat Walsh Her Majesty's Inspector