

# Beaufort School

## Inspection report

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<b>Unique Reference Number</b>	103627
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336117
<b>Inspection dates</b>	11–12 February 2010
<b>Reporting inspector</b>	Michael Farrell

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Muriel Castle
<b>Headteacher</b>	Mrs Deborah Jenkins
<b>Date of previous school inspection</b>	3 June 2007
<b>School address</b>	Stechford Road Hodge Hill Birmingham
<b>Telephone number</b>	0121 6758500
<b>Fax number</b>	0121 6758499
<b>Email address</b>	enquiry@beaufort.bham.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by one additional inspector. The majority of time was spent looking at learning; eight lessons and sessions as well as lunchtime activities were observed; six teachers were observed; and meetings were held with staff and parents, groups of pupils and governors. The inspector observed the school's work, and looked at policies, records of progress, Individual Education Plans and other documents and scrutinised 22 parental questionnaires.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the level of attendance and its impact on well being and progress
- value for money and how well the school deploys its resources
- the suitability of the curriculum.

## Information about the school

Beaufort School is a small special school for children with severe, profound and multiple learning difficulties. It educates a small but increasing number of pupils with autism. Children come from the northeast area of Birmingham with the very large majority from an increasingly diverse ethnic background. Forty nine per cent of pupils are eligible for free school meals. In September 2009, Beaufort was located in a new purpose built facility shared with a mainstream primary school. Pupils with complex medical needs whom the school educated at the time of the previous inspection are no longer admitted but are educated at another school. In 2008, the school achieved a Healthy Schools Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Beaufort is a good school. One parent speaks for many saying, staff are, 'very enthusiastic and very capable'. Strong leadership and management keeps morale high, and careful plans for school development ensure the school's efforts are well focused. Equal opportunities are embedded in the school's work and any variations in development and progress are briskly tackled so all pupils participate as fully as possible. Risk assessments and procedures for child protection are well developed, understood by staff and supported by well-organised training. Good community cohesion is a priority; it is planned well and carefully monitored and evaluated. The school offers good value for money and uses its resources well.

Good teaching, including careful assessment, engages pupils and warm and supportive relationships in lessons give pupils confidence to try hard. Staff work as a team and teaching assistants make a valuable contribution. Signs, symbols and information and communication technology (ICT) are all well used. However, the pace of parts of lessons is not always as brisk as it should be. The varied and suitable curriculum provides well for pupils' needs preparing them well for secondary school. Planning is clear and leads to well focused lessons. Lunchtime activities shared with pupils from the adjoining primary school greatly enhance learning and enjoyment. Sensory aspects of the curriculum are not as fully embedded as they should be. Good care, guidance and support ensure pupils are helped with the next, sometimes very small steps of their learning. The school has excellent practice in harnessing the efforts of other services such as the health and social services to benefit children. Low attendance limits the progress and well being of absent pupils. The school has put great effort into improving attendance, having a dramatic effect with some individual pupils. However, it has not managed to convey to some parents the great importance of attendance and does not comprehensively monitor and evaluate its efforts. Although pupils' attainments remain low throughout their schooling because of their learning difficulties, they progress well and achieve well because of good teaching. They place trust in staff that they are safe, eat healthily and take exercise, and are becoming increasingly aware of the immediate and wider community. They behave well because behaviour is well managed and they enjoy all the school offers. Economic well-being is satisfactory because, despite low attendance, there is a good contribution from progress in basic skills and a very good contribution to team working from the shared activities with the mainstream primary school. Good leadership and management in the Early Years Foundation Stage lead to good provision where a warm ethos and clearly focused activities help ensure children progress well and develop well. Since the previous inspection, the school has successfully tackled points for improvement and has improved its teaching and pupils'

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progress. This coupled with effective and accurate self-evaluation, gives the school a good capacity to continue improving.

## What does the school need to do to improve further?

- Vigorously convey to parents the crucial importance of attendance and comprehensively monitor, evaluate and refine strategies to improve attendance.
- Extend the sensory curriculum.

## Outcomes for individuals and groups of pupils

2

Pupils' attainment on entry is low and remains so throughout their schooling because of their learning difficulties. However, pupils including different groups such as those with autism, boys and girls and children from different ethnic groups all learn and progress well. They achieve well and greatly enjoy school. Pupils show trust in staff and are well supported and parents confidently agree their children are safe. Pupils behave well in lessons and elsewhere and occasional challenging behaviour is effectively managed. In a good music and movement lesson for pupils in Years 5 and 6, good behaviour management helped ensure pupils made good progress. Signs and symbols were very well used to aid communication and pupils participated in stretching and dance movements with great enjoyment. In a good lesson in the Early Years Foundation Stage, children experienced and responded well to patterns such as warm and cold, and rough and smooth because staff patiently introduced relevant activities to extend children's learning and awareness.

Pupils eat healthily, enjoy physical exercise sessions and are successfully encouraged to communicate their feelings. Pupils develop growing awareness of their surroundings and the school community, greatly helped by the full participation of all pupils in lunchtime activities with children from the adjoining mainstream primary school. Spiritual, moral, social and cultural development is good particularly social and moral aspects. Attendance is low but economic well-being is satisfactory.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching, including the use of assessment observed during the inspection, ranged from satisfactory to good but was mainly good. The good teaching ensures pupils make good progress in learning. Among common strengths of teaching that clearly inform future planning are: warm and trusting relationships between staff and children; close teamwork amongst staff; a strong contribution from very capable teaching assistants and the good practical use of manageable assessment in lessons. Other strengths are that signs and symbols are consistently well used to encourage pupils' communication. The use of ICT, which at the previous inspection was a point for improvement, has been transformed and is now very effective. However, in parts of lessons where pace slackens, this slows pupils' progress.

The good curriculum meets the diverse needs of pupils well and is adapted successfully for different groups of pupils, for example those with autism. Clear planning guides lessons well. The curriculum effectively encourages pupils' communication across a range of subjects and activities and suitable resources such as symbols and the Picture Exchange Communication System are very well used. Enrichment is particularly strong, for example the innovative range of lunchtime clubs makes a valuable contribution to pupils' confidence and self-esteem. The curriculum prepares pupils well for secondary school. Nevertheless, the sensory curriculum is not as widely extended as it should be. Development and well-being and support for pupils' learning are good; arrangements for care and guidance are well-organised. Effectively targeted support for challenging behaviour leads to strong improvements and pupils develop confidence in the warm and welcoming ethos. There are excellent examples of the schools' persistent, proactive

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work in ensuring other services contribute fully to the safety and well-being of pupils and the support of families. Thorough guidance helps pupils make suitable decisions including about healthy eating. On the other hand, the school has not always managed to convey to all parents the crucial importance of attendance and strategies to improve attendance are not comprehensively monitored and evaluated.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Strong and well focused leadership and management help embed the desire to do better in this hard working and supportive staff team. This leads to good outcomes for pupils. Thoughtful plans for improvement, based on realistic judgements of strengths and weaknesses lead to clear improvements. The governing body takes its responsibilities to keep pupils safe very seriously, for example ensuring careful vetting of staff and strong procedures for assessing risks. The governing body provides good support and challenge. Governors and school leaders place equal opportunities at the heart of what the school does and ensure any variations in progress are addressed vigorously. Parents rate the school highly because of the good channels of communication, and rightly feel the school respects their views and keeps them well informed. Strong collaboration with partners, including the mainstream primary school and agencies such as the health and social services, ensures resources are well coordinated. This contributes to the strong community cohesion, which is well planned, monitored and evaluated. The school's higher than typical budget surplus is the result of very specific circumstances, including the need to reserve money to cover costs associated with delayed building works. The school offers good value for money. Although assessment is effective, the fullest use of finely graded assessment to inform whole school interventions is not fully embedded.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress towards their learning goals and in developing independence. In the warm and welcoming environment, children enjoy good relationships with staff and are beginning to interact with other pupils. They are kept safe and greatly enjoy opportunities to see and use ICT, for example switches to communicate. The provision has developed clear policies, planning and organisation that have enabled it to maintain good provision and outcomes despite some staff absences. In the well led and managed provision, teachers, teaching assistants and other professionals work harmoniously with a common sense of purpose to promote children's effective learning and good behaviour. Assessments of progress are painstaking, well coordinated and inform future planning effectively. The provision is well resourced and offers an attractive environment. Outside play opportunities have been limited because there is no covered outside play area, a situation which there are advanced plans to rectify.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Twenty-two responses (just over 50%) were received from parents. Most were very positive about the school. All agreed their child was kept safe and enjoyed school and that teaching was good. In other aspects, small numbers tended to express negative views with no one area being of common concern. The greatest proportion, 14% felt the school did not take enough note of the parent's views although the evidence on the inspection did not support this perspective. Parents who attended a meeting with the



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inspector were all unstinting in their praise of the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beaufort School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	59	9	41	0	0	0	0
The school keeps my child safe	12	55	9	41	0	0	0	0
The school informs me about my child's progress	14	64	6	27	1	5	1	5
My child is making enough progress at this school	6	27	14	64	1	5	0	0
The teaching is good at this school	11	50	11	50	0	0	0	0
The school helps me to support my child's learning	10	45	10	54	1	5	1	5
The school helps my child to have a healthy lifestyle	8	36	13	59	0	0	1	5
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	36	10	45	1	5	1	5
The school meets my child's particular needs	8	36	12	55	2	9	0	0
The school deals effectively with unacceptable behaviour	7	32	13	59	1	5	0	0
The school takes account of my suggestions and concerns	8	36	11	50	2	9	1	5
The school is led and managed effectively	9	41	10	45	0	0	1	5
Overall, I am happy with my child's experience at this school	13	59	8	36	0	0	1	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 February 2010

Dear Pupils

Inspection of Beaufort School, Birmingham, B34 6BJ

It was lovely to meet you when I inspected your school recently. Thank you to those of you who told me what you thought about your school. You said the school was 'good' and you liked many of your activities.

There are many good things about Beaufort. It is well led and managed. Teaching is good and you do well in your lessons. You are well cared for and supported. The curriculum is good and there are many activities for you to enjoy.

There are just two things the school could do even better so I have asked the staff to:

- do more to improve your attendance
- extend the parts of the curriculum that help you use all your senses.

I am sure your parents will want to do everything they can to make sure you attend school as regularly as possible.

Yours sincerely

Michael Farrell

Lead inspector

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