

Viscount Beaumont's Church of England Primary School

Inspection report

Unique Reference Number	120194
Local Authority	Leicestershire
Inspection number	339629
Inspection dates	18–19 May 2010
Reporting inspector	Kenneth Thomas

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair	Georgina Raffle
Headteacher	Carolyn Stephenson
Date of previous school inspection	19 September 2006
School address	Ashby Road Coleorton Coalville
Telephone number	01530 412480
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Introduction

This inspection was carried out by two additional inspectors. They observed six teachers as they visited 10 lessons or parts of lessons. Inspectors held discussions with staff, parents, groups of pupils and the Chair of the Governing Body. They looked at pupils' books and a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Questionnaires returned by 38 parents and carers, 31 pupils and 12 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of recent initiatives to accelerate progress and raise attainment.
- how well teachers use assessment information to plan for the range of abilities and needs in each class
- whether school leaders have a realistic view of the school's strengths and weaknesses and the capacity to move the school forward.

Information about the school

This school is smaller than average in size. Virtually all pupils are from White British backgrounds. There are no pupils from homes where English is not their first language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement, is below the national average, as is the proportion known to be eligible for free school meals. The school has gained national recognition for its work in several areas. It holds the Activemark award and has achieved Healthy Schools status. The current headteacher took up post in January 2010.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and welcoming school. It is one in which pupils feel safe and valued because staff know the pupils really well and provide good levels of care. As a result, several aspects of pupils' personal development are good. Pupils are polite and have positive attitudes towards their learning. Relationships are good and pupils' enjoyment of school is reflected in their above average attendance. Pupils develop a good understanding of how to lead a healthy lifestyle and take part in a wide range of physical activities. The school's partnership with parents is good. Nearly all parents and carers who replied to the inspection questionnaire or who met with the inspectors expressed a high level of satisfaction with the school and their children's experience.

Children make good progress in the mixed Reception class. In most other years, pupils make satisfactory progress over time and in their learning in lessons. Attainment is broadly average. Pupils with special educational needs and/or disabilities also make satisfactory progress and attain standards that are comparable with their peers nationally. Although there are examples of good teaching, much is only satisfactory. In many lessons observed, teachers were not clear enough about what they expected pupils to learn during the lesson. Consequently, the activities given to the pupils were not focused sharply on their learning and not enough use was made of assessment in the lesson to check pupils' understanding. Teachers' expectations of pupils are at times too low and the work given to some pupils is too easy. While the vast majority of pupils behave well and are eager to learn, when activities fail to engage their interest or they are required to sit and listen for too long, a small number of pupils become restless and inattentive. Pupils' spiritual, moral and social development is good overall, but pupils' understanding and appreciation of different cultures within the United Kingdom and throughout the world is less well developed.

The curriculum gives appropriate attention to the teaching of literacy and numeracy while providing pupils with a range of enriching experiences. It is enhanced by a programme of visitors to and visits out of school. However, the school recognises that it could develop a more relevant curriculum that would excite pupils' interest and provide more opportunities for the application of basic skills in wider contexts. Frequent changes in leadership since the last inspection have slowed the drive to raise standards. The governing body, although very supportive, has not been involved enough in monitoring the work of the school. The new headteacher has a clear sense of direction and the work of subject coordinators has been refocused on leadership in their areas of responsibility. The school's work has been evaluated accurately, the right priorities for improvement identified and appropriate strategies to drive these forward. Inspection evidence indicates these strategies are beginning to have an impact so that attainment

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and progress in the current Year 6 is above previous years. This, together with the willingness of all staff to tackle weaknesses, gives the school satisfactory capacity for continued improvement.

What does the school need to do to improve further?

- Raise the quality of teaching and accelerate pupils' progress by:
 - ensuring that lesson planning is focused sharply on pupils' learning
 - and that the work given to all groups of pupils is sufficiently challenging
 - using more effective questioning techniques to assess pupils' understanding and extend their thinking and reasoning skills
 - improving the guidance that pupils receive so that they understand better the steps to take to improve their work
 - making the best use of new technology to stimulate pupils' interest and enhance visual learning.
- Improve the curriculum by:
 - making it more creative with closer links between subjects
 - ensuring that lessons provide more opportunities for active learning
 - broadening the range of opportunities for pupils to gain a greater understanding of the diversity of faiths and cultures in national and international contexts.
- Strengthen leadership and management by:
 - developing the roles of subject leaders so that they are better equipped to monitor, evaluate and improve performance in their areas of responsibility
 - developing the capacity of governors to engage more directly in the monitoring and evaluation of school performance.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy coming to school because as they say, 'we see our good friends and have lots to do'. Their personal development is good. From an early stage, pupils quickly adopt the Christian values the school holds. They are considerate of each other, polite and well mannered. They help to make the school the calm and orderly place it is. By the time children from Reception enter Year 1, most achieve and some exceed the early learning goals from broadly average starting points. From this base, all groups of pupils make satisfactory progress and attainment in English, mathematics and science at the end of Year 6 is broadly average. There is no significant difference in the performance of boys and girls, or any other group of pupils. Inspection observations of lessons and

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pupils' work in their books show that some pupils, particularly in Years 1 and 2, make good progress. This is because challenging teaching, and more informative marking, encourages quicker learning.

Pupils say that they feel safe and are confident that they could get help should the need arise. They are insistent that there is no bullying 'because we all get on with each other'. The vast majority behave well in lessons and display positive attitudes to learning. Their good understanding of the effects of exercise on the body, and the value of eating a balanced diet, is reflected in the achievement of Healthy School status. They speak confidently about avoiding the dangers they may encounter. Pupils' willingness to take on responsibility is typified by their work on the school council, in their work as monitors, and in their good contributions to the local community. They display attributes of patience and respect, and know the difference between right and wrong. These attributes, together with their broadly average attainment, indicates that pupils are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

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

How effective is the provision?

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

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While teaching and learning are satisfactory overall, there are good features in most lessons. For example, teachers are knowledgeable, relationships are good and pupils want to learn. In the best lessons, teaching ensures that pupils know exactly what they are expected to do and this helps them make sense of their learning. In these lessons, pupils make good progress because assessment information is used well to guide the planning of learning tasks. Teachers ask perceptive questions to extend pupils' thinking and encourage the use of more varied vocabulary in their answers. However, in lessons that fall below this standard, the work planned is not pitched at the correct level and progress slows because the tasks do not offer enough challenge. Occasionally, pupils spend too much time listening to the teacher because introductory activities are too long. This restricts the time pupils are actively and independently learning. A common weakness is that not enough use is made of the electronic boards, which are available in all classrooms, to stimulate pupils' imagination. While there is evidence of good practice in the marking of pupils' work, much commends effort rather than quality and does not provide enough guidance on the next steps in learning.

The curriculum provides pupils with a satisfactory range of learning experiences. It is enhanced well through local partnerships. For example, links with local schools broaden pupils' experiences and there is a good focus on using visits to widen pupils' life experiences. Pupils benefit from a good range of extra-curricular activities, including sport and the arts. These are well attended, as reflected in the school's Activemark award. However, the school has yet to take full advantage of the scope to develop a creative curriculum in which more meaningful links are made between subjects. The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. Pupils are well looked after and say that the school is a safe and secure place. All adults are particularly sensitive to those pupils whose circumstances make them more vulnerable. Pupils learn from this example. Even the very youngest children demonstrate sensitivity and care towards one another.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

After a period of considerable instability in school leadership, staff, governors and parents and carers welcome the positive impact the new headteacher has had on the school. They have noticed in particular a more purposeful and clearer sense of direction in driving improvement. Because systems for evaluating school effectiveness have been

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strengthened, there is a realistic view of the school's strengths and areas to be developed. The school improvement plan is centred appropriately on the importance of raising standards. Governors support the school and ensure that safeguarding requirements are met. However, they are too reliant on reports from the headteacher to fully support and challenge the school. Equal opportunities are promoted satisfactorily. All groups are making satisfactory progress, there is no discrimination and every pupil has the same opportunities to join in all the school provides. Staff work well with outside agencies to support individual pupils when required. There is a good partnership with parents and carers, from the time their children start in Reception. Most parents and carers say they feel well informed and fully involved in their children's education. The sense of community in the school is strong and there are good links with the local community, but pupils' understanding of Britain as a diverse cultural society is more limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children enter Reception, their skills are generally consistent with those expected for their age. They make good progress, confirmed by assessment records, because teachers have a good understanding of how young children develop and learn. Adults work closely together to ensure that learning is fun. They carefully observe and record children's achievements and use this information to plan their next steps in learning. Parents and carers make valuable contributions to their children's learning. Arrangements to promote children's health and safety are secure, and all welfare

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requirements are met, which ensures that children feel safe and are happy in school. The range of learning opportunities provides positive experiences for children, both indoors and outdoors, and covers the six areas of learning well. Staff have identified the outdoor environment as an area where there remains scope for further development to extend children's learning experiences. Staff work well together and good leadership promotes good outcomes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The parents and carers who responded to the inspection questionnaire or who spoke with the inspectors were very positive about all aspects of the school. They expressed confidence in the teaching, feel that their children enjoy school and are kept safe. Parents and carers expressed great faith that the headteacher would continue to improve the school. A few felt that the school does not take enough account of their suggestions or concerns. Inspectors found that the school welcomes the views of parents and carers and seeks to obtain these through, for example, surveys and open forums. Where appropriate the school acts on their suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Viscount Beaumont's Church of England Primary 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 inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	55	17	45	0	0	0	0
The school keeps my child safe	23	61	14	37	1	3	0	0
The school informs me about my child's progress	15	39	20	53	3	8	0	0
My child is making enough progress at this school	15	39	21	55	2	5	0	0
The teaching is good at this school	16	42	22	58	0	0	0	0
The school helps me to support my child's learning	15	39	21	55	2	5	0	0
The school helps my child to have a healthy lifestyle	15	39	23	61	0	0	0	0
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)	13	34	16	42	1	3	1	3
The school meets my child's particular needs	14	37	22	58	2	5	0	0
The school deals effectively with unacceptable behaviour	13	34	22	58	1	3	2	5
The school takes account of my suggestions and concerns	13	34	18	47	4	11	2	5
The school is led and managed effectively	17	45	19	50	1	3	1	3
Overall, I am happy with my child's experience at this school	18	47	19	50	1	3	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



20 May 2010

Dear Pupils

Inspection of Viscount Beaumont's Church of England Primary School, Coalville, LE67 8FD

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke with many of you, and you were really helpful. We particularly liked your singing in assembly.

You receive a satisfactory education. Children in Reception are given a good start to their school lives and make good progress. You make satisfactory progress in other years and reach average standards at the end of Year 6. We believe that you could reach even higher standards. Therefore, we have asked your teachers to make sure that, in all of your lessons, you are really stretched so that you make the best progress you possibly can. Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. You understand the importance of being healthy. Most of you eat sensibly and take part in physical activities regularly. You learn to work and play well together and to help each other. Your teachers also spend a lot of time marking your work. We have asked that when they do this they give you clear guidance on what you have to do to take the next steps in learning. You can help yourselves to make more progress by making sure that you try hard to follow the advice you are given.

Adults at school look after you well, so that you are safe and happy. Your headteacher, all the other staff and governors are determined to make things even better. To help this, we have asked that governors and staff with particular responsibilities check more regularly how well the school is doing. We have also asked that that you are given more opportunities to learn about people from a variety of different backgrounds.

We think that everyone at Viscount Beaumont's can work together to do these things and that you will want to play your part by working hard.

Yours sincerely

Dr Kenneth Thomas

Lead inspector

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