

# Beaufort Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	131980
<b>Local Authority</b>	City Of Derby
<b>Inspection number</b>	341265
<b>Inspection dates</b>	1–2 October 2009
<b>Reporting inspector</b>	Clive Lewis

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	272
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Libby Partridge
<b>Headteacher</b>	Ms Carla Dewberry
<b>Date of previous school inspection</b>	5 July 2007
<b>School address</b>	Hampshire Road Derby Derbyshire
<b>Telephone number</b>	01332 347275
<b>Fax number</b>	01332 343724
<b>Email address</b>	head@beaufort.derby.sch.uk

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

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work including a sample of pupils' books, teachers' planning documents, tracking and assessment data and analysed questionnaires from 49 parents, 100 pupils and 11 staff.

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

- The extent to which lesson observations and assessments of pupils' work show improved progress in Key Stage 2
- The effectiveness of the Early Years Foundation Stage
- The impact of strategies to improve attendance
- The opportunities that are in place for pupils to understand what life is like in different communities around the world

## Information about the school

Beaufort Community Primary is larger than average. The school works under challenging circumstances and attainment on entry to the Nursery classes at age 3 is generally well below that typically found. Most of the pupils are of White British origin. The percentage of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils with English as an additional language. The proportion of pupils, eligible for free school meals is over twice the national average and a higher than average percentage has special educational needs and/or disabilities. The school was one of the first Full Service Extended schools providing affordable childcare for fifty weeks of the year and runs well-subscribed breakfast and after school clubs. The school has received the Healthy Schools award, the Active Mark and the International Schools award.

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**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**

**2**

## Main findings

Beaufort is a satisfactory and rapidly improving school. The high quality of leadership provided by the headteacher is the driving force behind the school's recent improvement. She provides a very clear sense of purpose and direction, clearly linked to school improvement. The effective leadership and teamwork of the headteacher and deputy headteacher coupled with a stable staffing situation has ensured that teaching and learning has improved and, as a result, the quality of learning for all pupils is now good. Clear priorities have been set for further improvement. Parents and carers are very supportive of the school. They like the positive family atmosphere and one commented: 'I believe that Beaufort school has given my children the best possible educational start in life'. Staff clearly want the best for each child and strive hard to achieve this goal through working closely with families and external agencies.

Throughout the school, all groups of pupils, including those with special educational needs and/or disabilities, make good progress. Children enter the Nursery with levels of attainment well below those typical for their age. However, they get off to a good start in the Early Years Foundation Stage and make good progress in the Nursery and Reception classes. Standards in the latest national tests were in line with national averages at Year 2. This is a significant improvement on previous years when pupils' attainment was typically one year behind on entering Key Stage 2. This constitutes very good progress for pupils from the low levels of attainment on entry. However, the improvement in provision that has taken place throughout the school has yet to work its way through to attainment at the end of Key Stage 2. Due to the high rate of mobility and historically unsatisfactory progress, Year 6 standards in the latest national tests remained significantly below average.

Pupils' personal development is good overall. They have a good understanding of how to keep safe and of the need for healthy lifestyles. Parents say their children enjoy coming to school and pupils agree enthusiastically, although lower levels of attendance of a small minority of pupils continue to give concern. A strong moral code is implicit within the school's ethos and this is reflected in pupils' good behaviour. This in turn has a positive effect on the good progress pupils make in lessons. In most instances, they work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. The quality of teaching is good across the school. Arrangements for the evaluation and monitoring of teaching and learning are good and have aided improvement. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the very wide range of lunchtime and after-school activities and clubs, including physical activities. Pastoral care of pupils is good and academic guidance

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is now good. Pupils are tracked carefully and data is analysed rigorously to ensure any pupil falling behind is identified quickly and support promptly provided. The school has very good links with local organisations but realises it could do more to develop and strengthen ties with groups in the country and overseas. The school has a good understanding of how well it is doing and what needs to be done next. This and the positive impact of change indicates the school has a good capacity to maintain and sustain improvement.

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

- Improve standards in Key Stage 2, particularly the proportion of pupils achieving the higher levels
- Investigate strategies to further improve attendance
- Work to broaden the school's impact on community cohesion beyond the local community
- About 40% of the 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**

School assessment and tracking data show clearly that pupils, across the range of abilities, are achieving well. When children enter the Early Years Foundation Stage, standards are much lower than typically found, particularly in communication skills, social skills and knowledge and understanding of the world. Although children make good and, in some cases, very good progress as they move through the Nursery and Reception classes, overall standards remain below average on entry to Year 1. Pupils are now making good progress in Years 1 and 2 with the result that standards in the latest national tests were in line with national averages. This is a significant improvement on previous results. Good progress continues in Key Stage 2 due to good and often outstanding teaching. However, despite this good progress, standards at the end of Key Stage 2 remain stubbornly below national averages, as they have been for a number of years. This is to some extent due to high levels of mobility, a high percentage of pupils with special educational needs and the fact that the present cohort of Year 6 pupils had very low levels of attainment in Key Stage 1. Pupils with special educational needs and/or disabilities make good progress because of the effective support provided by teachers, teaching assistants and outside agencies.

Observations during lessons and around the school confirm that pupils' behaviour is good and a credit to the school reflecting good spiritual, moral, social and cultural development. Pupils show considerable respect for the feelings and beliefs of others. They have good attitudes to learning and develop considerate relationships with peers and adults. They understand the need for healthy lifestyles and the need for exercise. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council and regular collections for a number of charities.

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They value their school community and participate constructively in school life. Pupils say they enjoy coming to school but this is not reflected in high levels of attendance. Although the school has good systems to monitor and improve attendance, these are not yet fully effective and the poorer attendance of a small but persistent minority of pupils continues to give cause for concern. Although attainment of the older pupils requires improvement, by the time they leave the school pupils' good behaviour and good social skills have prepared them well for the future world of work.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching has improved significantly since the last inspection and is now at least good across the school and there are some outstanding role models. Teachers have good subject knowledge. They ensure classroom routines are made clear and regularly reinforced so that learning takes place in a well-structured environment and all pupils can contribute to lessons. Learning intentions are made clear at the beginning of each lesson and, as a result, pupils know precisely what it is that they are expected to do. Teachers are well supported by effective and skilled teaching assistants who are fully

<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.

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involved in lessons and ensure that pupils receive extra help as they need it. As a result of good whole school assessment and tracking procedures, teachers are able to plan effectively to provide a range of work well matched to the different ages and abilities in each mixed-age class. Pupils are given thorough feedback; they know how well they are doing and what they must do to improve. The curriculum provides a good range of experiences through visits, residential stays and visitors to school. It is adjusted effectively to meet the needs of different groups within the school with a range of effective booster groups and nurture groups. Pupils attend the extensive range of lunchtime and after-school clubs enthusiastically. The school has well-organised arrangements for the care of all pupils which contributes to their good development and well-being and supports their learning effectively. Clearly targeted support for pupils with special educational needs and/or disabilities results in beneficial progress for these pupils. Pastoral care is very good; pupils told inspectors that they feel well looked-after and the great majority of parents and carers are overwhelmingly positive about the school. Well-organised and managed breakfast and after school clubs contribute further to the good pastoral care and links with the parents and the local community.

*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?**

The strong and effective team of headteacher and deputy headteacher communicate high expectations to staff about securing improvement. Self-evaluation is good. The senior management of the school has a good understanding of its strengths and weaknesses and is committed to improving provision further. Key areas of weakness, including those in teaching, have been tackled systematically and, building on areas of strength, have secured good improvement since the last inspection. Teamwork is promoted strongly and is reflected in the school's well-focused improvement plan. Leadership and management are successfully distributed among staff, allowing subject and phase leaders to contribute effectively and to develop their own confidence and leadership ability. As a result, subject and phase teams are knowledgeable and enthusiastic about their roles. Governors fulfil their statutory duties, are supportive and challenge the headteacher and the school to achieve well. The school has a positive relationship with most groups of parents and carers and regularly asks for their views and acts on the responses. This effective liaison with parents and carers contributes well to improvements in pupils' achievement, well-being and development. The school's good

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links with partners contribute well to pupils' good achievement and well being. Equality of opportunity is promoted well. The school's safeguarding procedures meet recommended good practice across all areas and are in line with government requirements. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a good contribution to community cohesion. It has a wide range of effective programmes for outreach, including workshops for parents. However, despite these excellent links with the local community, it realises there is a need to further develop the wider national and global dimensions.

*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>
<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>3</b>

**Early Years Foundation Stage**

When children join the Nursery, their skills and knowledge are much lower than is typical for their age; and in particular they lack the social and communication skills that are usually expected. Their self-confidence is low and considerable help is needed to ensure that they learn how to be independent. As children move through the Nursery and Reception classes, they make good progress because teaching and learning are good overall. Although good and sometimes very good progress is made, standards remain below average when children enter Year 1. This is a significant improvement on previous years when entry to Year 1 was well below average. Marking and assessment of the learning of children in the Early Years Foundation Stage is good, and their progress is tracked well. This results in a detailed picture of each child by the end of their time in Reception, and eases the move into Year 1. Happy and caring relationships



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are established and result in children settling quickly and developing the confidence needed to make good progress in all areas of learning. The partnership with parents and carers is strong. The pastoral care and welfare arrangements, particularly the pre-school initiative to support parents with very young children, are effective and help the children to be safe, well cared for and aware of how to be healthy. Adults provide a wide range of interesting learning activities, both inside and outside the classrooms. These activities are carefully organised, allowing children to work on things that they choose themselves as well as taking part in more formal group-work activities with adults. There is a very good focus on helping children with their speaking skills and ensuring that they develop an ability to work with others in a friendly and purposeful way. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated well into all activities. Children behave well and are enthusiastic in all that they do. They clearly enjoy school and Nursery children, after being there for only a few weeks, have settled into the routines well and play happily together and individually.

*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**

Although the proportion of questionnaires returned was lower than in most schools of this size, most were totally positive. The great majority of parents and carers who responded are entirely satisfied with the school. In several of the areas surveyed, relating to the way in which the school keeps the children safe, the progress of their children, the good quality of teaching, the school's support for parents, preparation for the future and happiness with their child's experience, all of the responses received were positive. In all other areas, 96% or more of parents and carers were positive. One suggested the school should provide painting aprons for older pupils and another questioned the reward of sweets for good work - both of these suggestions were shared with the headteacher and taken on board for consideration.

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

Ofsted invited all the registered parents and carers of pupils registered at Beaufort Community Primary 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	69	13	27	2	4	0	0
The school keeps my child safe	36	73	12	24	0	0	1	2
The school informs me about my child's progress	27	55	21	43	1	2	0	0
My child is making enough progress at this school	31	63	17	35	0	0	1	2
The teaching is good at this school	33	67	16	33	0	0	0	0
The school helps me to support my child's learning	28	57	21	43	0	0	0	0
The school helps my child to have a healthy lifestyle	27	55	20	41	2	4	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)	29	59	19	39	0	0	0	0
The school meets my child's particular needs	28	57	20	41	1	2	0	0
The school deals effectively with unacceptable behaviour	24	49	24	49	1	2	0	0
The school takes account of my suggestions and concerns	23	47	22	45	2	4	1	2
The school is led and managed effectively	27	55	19	39	1	2	0	0
Overall, I am happy with my child's experience at this school	33	67	16	33	0	0	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 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.**



5 October 2009

Dear Pupils

Inspection of Beaufort Community Primary School, Derby DE21 6BT

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit.

Beaufort Community Primary is a satisfactory school but getting better. I'm pleased to say that an important feature of the school that really impressed us is your good behaviour. You work hard and try to succeed in all that you do. Your headteacher and staff lead the school well. They make sure you understand how to look after yourselves and keep safe and you are good at doing this. They care for you well and give you good support to enable you to enjoy your lessons. You told us that your teachers were fair and sorted things out quickly. You said that you really like your school and there are lots of things to do and enjoy. We agree with you.

We have asked your school to do three things that will make it even better:

Help more of you achieve higher levels by the time you leave the school

Find ways to encourage every one of you to attend school more regularly

Help you to be more aware of people and life in other places.

You too can contribute to the further improvement of your school by continuing to attend with the same positive attitudes and willingness that you show at the moment.

Yours faithfully

Clive Lewis

Lead Inspector

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