



Beaumont Primary School

Inspection Report

Unique Reference Number 105173
LEA Bolton
Inspection number 277310
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector Mr Ian Thompson CfBT Lead Inspector

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

Type of school	Primary	School address	Wendover Drive
School category	Community		Ladybridge
Age range of pupils	4 to 11		Bolton, Lancashire BL3 4RX
Gender of pupils	Mixed	Telephone number	01204 652149
Number on roll	213	Fax number	01204 332622
Appropriate authority	The governing body	Chair of governors	Mrs M Moxon
Date of previous inspection	3 April 2000	Headteacher	Mrs Valerie Fryer

Age group 4 to 11	Inspection dates 2 November 2005 - 3 November 2005	Inspection number 277310
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized primary school drawing pupils from mixed social and economic backgrounds. Attainment on entry is broadly average. There are significantly more boys than girls, particularly in Years 5 and 6. Just over one third of pupils are from minority ethnic backgrounds. Almost one fifth of pupils have English as an additional language and six are at an early stage of learning English. The proportion of pupils on the school's register of additional learning needs is broadly average. A below average proportion has a statement of special educational need. A number of key staff has been appointed recently. The headteacher has been in post since January 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's view that it provides a good quality of education and good value for money.

Outstandingly good care, guidance and support are provided for all pupils to enable them to achieve well. Rapid progress in the Reception class, particularly in social development, prepares pupils well for their life in the school. Building on this secure foundation, pupils' personal development is outstandingly good. Pupils enjoy their learning so that their attendance is very good and contributes positively to their good achievement. Pupils make good progress as they move through the school as a result of good teaching and effective arrangements for their transition from one stage to the next. On occasion, teachers' lesson planning does not take sufficient account of pupils' individual needs so that higher attaining pupils have work that is too easy and the pace of learning is not challenging enough for some pupils.

Leadership and management are good at all levels in the school and governors provide outstandingly good support for its work. An effective framework of monitoring has been developed to check the quality of all aspects of the school's work. As a result, the school has made good progress since the last inspection and has a good capacity to improve further.

What the school should do to improve further

Focus on:

- raising standards further by making full use of available data in planning lessons to

provide appropriate challenge for all pupils

- raising the quality of all teaching to the standard of the best.

Achievement and standards

Grade: 2

Progress through the school is good. Pupils enter the school with broadly average standards. They settle in to the school quickly and get off to a flying start in the Reception class. The momentum of good progress is maintained through Years 1 to 6 as a result of good teaching and the care and support that the school provides. Results in national tests at the end of Year 2 and Year 6 have been rising at a faster rate than nationally over recent years and have met the challenging targets set by the governing body. At the end of Year 2 in 2005 provisional results were above average and at the end of Year 6 they were well above. These results reflect the standards of work seen during the inspection. There are no significant differences in the performance of different groups of pupils, although there are occasions when higher attainers could be stretched more. Pupils with English as an additional language and those with additional learning needs do as well as others, reflecting the school's good use of data

to provide targeted support. Boys do as well as girls in response to the school's successful efforts to adapt work and learning styles better to meet their needs.

Personal development and well-being

Grade: 1

The school is outstandingly successful in promoting pupils' personal development and well-being. Social and personal skills are given great importance and are carefully fostered from the earliest stages. Because of this very thorough and carefully structured approach, pupils' social skills improve significantly as they get older. By Year 6, pupils show maturity and thoughtfulness, know how to deal with differences of opinion and understand the emotional and physical changes they go through as they get older. Pupils are taught well about healthy lifestyles and the choices they can make. They participate in physical activities with enthusiasm. They appreciate the opportunities for competitive sport and many were keen to tell inspectors about their successes.

Pupils behave well in and out of lessons. They understand the consequences of their actions. When speaking to others, they are generally polite and courteous. They are open and friendly when talking to visitors, and are keen to express their opinions.

Pupils' spiritual, moral, social and cultural development is outstanding. The school celebrates the cultural diversity of pupils' home backgrounds. Pupils learn to be sensitive to each other's needs, in school and in the wider world. The school council is proud of its work and makes a worthwhile contribution to school life. It gives pupils opportunities to express their views and learn how democracy works.

Attendance is well above average - pupils enjoy coming, and do not want to miss anything.

Quality of provision

Teaching and learning

Grade: 2

The school correctly judges teaching and learning to be good. Good relationships between teachers and pupils mean that little time is wasted in lessons because pupils respond well to teachers' clear and consistent expectations of their behaviour. The school has a wealth of assessment data that is carefully analysed to provide a clear picture of individual progress. This enables teachers to plan their lessons knowing where pupils are up to and what they need to do next, so that work is usually matched appropriately to pupils' needs. The successful use of data can be seen in the improvements managed in writing and boys' numeracy where some underachievement had been identified. Nevertheless, the planning of some lessons does not take sufficient account of the needs of different groups of pupils. Consequently, too much time is spent on whole-class teaching and higher attaining pupils have work that is too easy. The pace of these lessons does not stretch all pupils enough. The school is aware of this, through the monitoring process, and plans are in hand to secure improvement. Teachers and teaching assistants provide a high level of individual support that makes

a considerable contribution to the good progress of pupils of all levels of attainment, including those at an early stage of learning English. Pupils' additional learning needs are well understood and carefully targeted support enables good progress.

Curriculum and other activities

Grade: 2

The school's curriculum is broad and balanced, and meets the needs of all pupils. All statutory requirements are met. The curriculum reflects pupils' diverse cultural and ethnic backgrounds well. There is a very thorough, multi-pronged approach to pupils' personal development that is very effective in dealing with complex issues, such as relationships, the resolution of conflict, and personal responsibility. Many aspects of the curriculum give opportunities to consider these issues, and they are carefully structured and linked to build pupils' understanding.

The curriculum is enriched well, by a range of clubs and after school activities, and by additional provision for sport, music, drama, art and French. The school provides a good variety of visits and visitors that enrich its work and give pupils a broad range of experiences. Pupils talk enthusiastically about the things they do in school and their enthusiasm was evident in activities seen during the inspection.

Pupils with additional learning needs and those for whom English is an additional language are well provided for and so make good progress.

Care, guidance and support

Grade: 1

The school's procedures for all aspects of care, guidance and support are outstanding. Very good procedures for health and safety were evident when a fire drill was carried out, during the inspection, with efficiency and little disruption to school activities. Because they are cared for sensitively, pupils are able to work safely, and feel secure and happy. Child protection procedures are well established. Staff are clear about their responsibilities so that quick identification and support can be provided whenever necessary. Strong links with outside agencies, are used very well to support the work of the school.

Guidance for pupils in aspects of personal development such as dealing with problems and relationships, or moving to new classes and schools, is very effective, carefully thought through and of outstanding quality overall. The school has confirmation of the success of its approach through regular consultations with parents and pupils. The results of surveys are carefully analysed and appropriate action taken.

Relationships between teachers, other adults and children are caring and supportive. Children say they like and trust their teachers, and feel happy and secure in school. They are made to feel that they all matter. Very good attention is given to the wide variety of abilities and backgrounds represented in the school.

Leadership and management

Grade: 2

Leadership and management are good. In her relatively short time in post, the headteacher has developed strategies that have led to continued good achievement and rising standards. A well designed system of monitoring standards across the school means that the headteacher has an accurate view of the school's strengths and weaknesses. Detailed analysis of data enables targeted support to be provided to secure improvement. The school improvement plan is an effective working document, centred on pupils' needs, that focuses well on how to manage improvement. The headteacher's vision for the school's development is communicated very effectively. Consequently, the school provides a supportive learning environment that has a sense of common purpose. The governing body provides outstanding support for the work of the school and meets all its legal obligations. Governors play a very active part in all aspects of school life. They are very well informed about educational matters as a result of their training and regular contacts with the school. This enables them to hold the school rigorously to account and to set challenging targets for improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, Mr Hardwicke and I visited your school to check on how well it is doing.

Thank you very much for the way you welcomed us into your school. We were impressed by the courtesy and help you gave us and enjoyed talking to you about your work and your life in the school. We agree with you that the school is a happy place where everyone is safe and can enjoy themselves.

The best things about the school are:

- everyone in the school cares for you well so that you get help with any difficulties;
- right from when you start in the Reception class you work hard and make good progress through the school because you are well taught
- those of you who find learning a little difficult are given help by your teachers and teaching assistants so that you can make good progress
- you behave well, in and out of lessons and help each other
- you come to school regularly so that you do not miss anything
- Mrs Fryer, the other teachers and the governors are working hard to make this an even better school for you to come to.

We have asked your teachers to improve some things to make your school a better place to learn. These are:

- to make lessons even better by making sure that work is not too easy for you;
- to make more lessons as good as the very best;

Thank you for helping us with our work. We hope that you carry on enjoying lessons and continue to help Mrs Fryer and your teachers to make Beaumont an even better place to learn.