

Beaumont Primary School

Inspection report - amended

Unique Reference Number	105173
Local Authority	Bolton
Inspection number	324174
Inspection date	22 January 2009
Reporting inspector	Geoffrey Yates

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

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	4-11
Gender of pupils	Mixed
Number on roll	
School (total)	217
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Michelle Moxon
Headteacher	Mrs Valerie Fryer
Date of previous school inspection	2 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wendover Drive Ladybridge Bolton Lancashire BL3 4RX
Telephone number	01204 652149
Fax number	01204 332622

Age group	4-11
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Amended Report Addendum

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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues:

- provision for higher attaining pupils and for children in the Early Years Foundation Stage (EYFS)
- the quality of the curriculum
- how well the school promotes pupils' independence in learning.

The inspectors gathered evidence from lesson observations; looking at pupils' work; assessment information; documents; parents' responses to the inspection questionnaire; interviews and discussions with the headteacher, staff, pupils, parents and governors. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This average-sized primary school serves a private housing estate. The school's population is made up of White British and a high percentage of pupils of minority ethnic or mixed heritage. An above average proportion of pupils speak English as an additional language but there are no pupils at a very early stage of learning to speak English. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The proportion of pupils who receive free school meals is below the national average. The school has achieved many awards including Healthy Schools status and the Activemark.

A private out-of-school club is also on site. This organisation was the subject of a separate inspection and the report will be available on the Ofsted website.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school enjoys a well deserved reputation. Pupils' personal development is outstanding and this, together with the outstanding care they receive, contributes to their enjoyment of learning and good progress in lessons. The school provides an inclusive and welcoming environment, with all required safeguarding and child protection measures in place. The strengths from the last inspection have been maintained and built on. For example, a focus on improving standards in science for higher attainers has been highly successful. The school's assessment information shows that two thirds of Year 6 pupils attained above the expected level in 2008. The many written comments received echo the views of parents who said that their children love the school and enjoy all the opportunities provided. One parental comment sums up the views of many, 'My son is very happy in school.'

Children make good progress in the EYFS and enter Key Stage 1 with skills that are above those expected for their age. Standards at the end of Key Stage 1 are above average in reading, writing and mathematics year on year. Good progress is maintained across Key Stage 2 so that, by the end of Year 6, standards are consistently well above average. Pupils, including those with learning difficulties and/or disabilities and those who speak English as an additional language, make good progress in their learning in each key stage because the quality of teaching is consistently good. The good curriculum is well planned to cover English, mathematics, science, and information and communication technology. It also has strong features recognised in the achievement of national awards. There is scope in some of the other subjects to extend the opportunities for pupils to transfer their skills from one area of learning to another. The school recognises that, for instance, higher attainers do not always have enough opportunities to use and develop their writing skills across the curriculum in order to raise standards even further. Excellent initiatives have been taken in teaching French across the school and in ensuring that music provision is of a high standard. The wider enrichment of the curriculum through after-school clubs, visits, visitors and residential trips also adds an extra dimension to pupils' learning.

Pupils' transfer to high school, well equipped for the next stage of their lives. Their spiritual, moral, social and cultural development is excellent. Their very good appreciation and understanding of the great variety of cultures in Britain, and the wider world, typifies the school's strong and highly effective links that support the development of community cohesion well. The school's links with other schools, including the high school, are major strengths of provision. Pupils show in their acceptance of responsibility and their friendliness and care for each other that they know how to contribute as members of the community. This important aspect of school life was more than adequately summed up by one child's comment: 'I have a dream of a peaceful world. No matter what colour hair or colour of skin we would all live together in harmony.' Pupils feel safe and well looked after, and are confident that their views are listened to and acted on. For example, the school council invites the chair of governors to its meeting to hear pupils' ideas for improving the school environment. From an early age, pupils know how to eat healthily, and they speak enthusiastically about the many opportunities to take exercise. For example, pupils enjoy skipping at playtimes, responding well to the recent skipping training initiative. Pupils' enjoyment is reflected in their good attendance and their outstanding behaviour around school and in lessons.

Teaching and learning are good. Pupils are given plenty of opportunities to work independently. There are very good relationships between staff and pupils. Teaching assistants provide good

support. Lessons are well planned, have clear learning objectives and move at an appropriate pace to allow pupils to understand clearly what they are learning. They contain a good range of activities. For example, an outstanding lesson in Year 6 used a broadcast about the inauguration of the new president of the United States to develop pupils' understanding of how broadcasts are structured. The teacher's highly effectively questioning of pupils checked what they had learned, and pupils were bursting with enthusiasm to provide their ideas. Occasionally, teachers' expectations of how pupils present their work are not high enough. In all classes, teachers use group work well so that pupils can learn together and develop their speaking and listening skills, which they use with increasing confidence. Effective procedures for setting targets for individuals and tracking improvement in their work have a positive impact on pupils' progress and standards.

Leadership and management are good. The school knows itself well because its monitoring and evaluation procedures are robust and accurate. Despite staff changes and the unforeseen absence of some key members, the headteacher has ensured that pupils continue to receive a good standard of education. She has offered all leaders extra responsibility and more accountability, and they are rising to the challenge. There is a rigorous focus on equality of opportunity in this very inclusive school. Governors offer good quality levels of support and challenge to the school. They are very well informed. The good strengths in the quality of leadership, as demonstrated by the sustained impact on pupils' learning, confirm that the school has a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are happy, settled and enjoy coming to school, and their parents are overwhelmingly supportive. There is real strength in the level of care and focus on pupils' welfare, which are both of a high quality. Children enter the EYFS with skills and knowledge that are at least in line with what is typical for the age group. They make good progress and, as a result, achieve skills in all areas of learning that are above those expected by the time they are ready to join Year 1. Teaching and learning are good. Good use is made of assessment information. Strengths of the teaching are the ways that questioning really challenges children's thinking and that practical learning is supported well by stimulating resources. For example, adults use puppets very effectively to encourage children to explain what they feel makes a good friend. However, some of the planned activities, whilst of a good quality, are too teacher-directed and do not always provide sufficient opportunity for pupils to take responsibility for their own learning. There is access to a safe outside area but its use as a valuable resource is not consistently planned into all areas of learning. Good leadership ensures that all staff work closely together to ensure that children's formal education gets off to a flying start.

What the school should do to improve further

- Ensure that pupils have plenty of opportunities to develop their skills across a range of subjects.
- Ensure that the outside area is incorporated effectively into all areas of learning for children in the EYFS.

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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?	2
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?	1
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?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Inspection of Beaumont Primary School, Bolton, BL3 4RX

What a good school you attend! I would like to thank you for being so friendly and welcoming when my colleague and I visited your school. It was great to see pupils in Year 6 conversing in French so very well and, also, how much you all enjoy school. Keep up the good attendance!

Your personal development and the level of care you receive are both outstanding. This shows in how well you behave, your friendliness to visitors and each other, how well you learn and the high standards you reach. Those of you who kindly gave up some of your lunchtime to meet my colleague were excellent ambassadors for your school.

Your school is well led, the staff have high expectations for your development and offer you a great range of activities and tasks to help you make such good progress. So, it is also congratulations to the staff, and also to your parents who give you so much help.

Your school is not one that stands still, but is always looking for ways to help you make better progress in your learning. Your teachers are going to look at making more links in learning between the subjects so that you can use skills learned in one area to learn more effectively in another. Children in the EYFS get off to a good start. However, we have asked the school to look for more ways of incorporating the outside area into the planned activities for children in the Reception class.

All the very best and keep on working hard!