

Tribal
1-4 Portland
Square
BRISTOL
BS2 8RR

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0845 6404045
Ofstedhelpline@ofsted.gov.uk

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Mr P Smith
Headteacher
Beaumont Junior School
Alexandra Road
Aldershot
Hampshire
GU11 1QJ

Dear Mr Smith

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 27 April 2010, for the time you gave to our discussions and for the information which you provided before and during my visit. Please pass on my thanks to the Chair of the Governing Body and to the district manager from the local authority who met with me.

Since the school was inspected in April 2008, there have been significant changes in staffing. The headteacher at the time of the last inspection, following a period of long-term absence, resigned from 31 August 2009. During his absence, the school was led by two interim headteachers. Stability returned to the school from April 2009 following the appointment of the current interim headteacher, who has now been appointed as the permanent headteacher, and a new substantive deputy headteacher. All of the current class teachers have joined the school since the last inspection. The number on roll has fallen from 178 to 109, but numbers are predicted to rise again in the future.

As a result of the inspection on 28 and 29 April 2008, the school was asked to raise standards and achievement in mathematics by providing more challenge for pupils; make better use of assessment, marking and target setting to inform the next steps in learning and increase pupils' awareness of how they can improve their work; and, enable subject leaders to gain greater oversight of standards and provision in their areas of responsibility.

Having considered all the evidence, I am of the opinion that at this time the school has made inadequate progress in making improvements but, due to the restructuring of the leadership team, is demonstrating satisfactory progress in demonstrating a better capacity for sustained improvement.



Pupils' achievement is inadequate. Attainment at the end of Year 6 is low in English and mathematics. Pupils' progress is inadequate and continues the trend of the previous two years as evident in the results of the National Curriculum tests. Encouragingly, there are signs of significant improvement in Years 3 to 5 where pupils are benefiting from very positive developments in the climate for learning. The interim headteacher, with very effective support from the deputy headteacher, has transformed the school through improving pupils' behaviour, their attitudes to learning, attendance and the redecoration of the school in order to make it a welcoming learning environment. The school has prioritised raising achievement in English because it recognised that many pupils struggled to read and this was hindering their overall progress. Evidence from the visit and the school's own data shows that progress in English is improving and that pupils in Year 5 are on track to reach the challenging targets set for them. Progress in mathematics is more uneven and is now rightly the key priority. Many pupils still lack basic key skills, especially in the rapid recall of number facts.

In the last year, good progress has been made in improving the assessment of pupils' learning although more development in this area is still needed. Staff, governors and the local authority have an accurate and reliable picture of pupils' performance. Pupils in danger of falling behind are identified and effective support programmes are put in place to address gaps in learning. However, the lack of individual pupil targets in English and mathematics means that pupils do not have sufficient guidance as to how they can improve their work. Marking of pupils' work does not focus rigorously on helping pupils to improve their work.

The senior leadership team, in the last year, has taken significant steps to improve subject leadership. All leaders have a detailed subject file which includes an action plan. In English and mathematics, there is improvement in that leaders monitor teaching and learning regularly and assess pupils' attainment and progress.

The school receives intensive support from the local authority and this is effective and beneficial to staff and pupils. The impact of local authority support is evident in improvements to teaching, an increasing proportion of which is good. Subject inspectors from the local authority have contributed successfully to the greater skills and confidence shown by subject leaders. The local authority will continue to provide intensive support for the school.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

David Curtis
Additional Inspector

