



Beaumont Junior School

Inspection report

Unique Reference Number	116156
Local Authority	Hampshire
Inspection number	357891
Inspection dates	8–9 March 2011
Reporting inspector	Andrew Saunders

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	The governing body
Chair	Frank Rust
Headteacher	Peter Smith
Date of previous school inspection	28 April 2008
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed six lessons taught by four teachers and undertook short visits to other lessons. Meetings were held with senior leaders, groups of pupils, staff and members of the governing body. Inspectors also spoke to pupils and informally to parents and carers. Inspectors observed the school's work, and looked at lesson plans, pupils' work, records of pupils' progress, school policies and procedures, and development plans. They also reviewed records completed by school leaders and local authority officers about the quality of teaching and learning. In addition, they considered responses to questionnaires received from 67 parents and carers, as well as from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school in tackling underachievement and increasing the rate of progress across the school, particularly for boys and for pupils with special educational needs and/or disabilities.
- The consistency with which strategies to improve teaching are implemented and the accuracy of assessments, so that work is matched to pupils' different needs.
- The effectiveness of leaders at all levels, in bringing about improvements to teaching and outcomes for pupils.

Information about the school

Beaumont Junior School is smaller than the average primary school. Since the last inspection there has been a decline in the number of pupils on roll. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils from minority ethnic backgrounds is well above average, as is the percentage of pupils who speak English as an additional language; the largest group are of Nepalese heritage. Very few pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above average, particularly so

in some year groups. These include pupils with moderate learning difficulties; behavioural, emotional and social difficulties; and, autistic spectrum disorder. The school has recently changed from mixed-age classes to a single class for each year group. A breakfast club is run by the school.

Following a long period of turbulence an interim headteacher and a new permanent deputy headteacher were appointed in April 2009. The headteacher's appointment was made permanent in September 2010. In the recent past there have been significant changes in staff and the composition of the governing body.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' achievement, particularly in mathematics and for boys generally, the quality of teaching and opportunities for pupils to develop their basic skills across the curriculum.

In recent times, the disruption to leadership and staffing to has led to a decline in pupils' attainment and behaviour. Boys do not make enough progress from their starting points and the achievement of all pupils in mathematics is inadequate.

Since his permanent appointment, the headteacher and the leadership team have accurately identified the key issues, and worked hard to overcome them. They have successfully tackled inadequate teaching and focused on improving behaviour. As a parent commented, 'There has been a dramatic improvement over the last two years; the children are much better behaved and the environment they are in is much calmer and more settled. Bullying issues seem to be taken seriously.' This was typical of the views of others.

As a result of rigorous monitoring and targeted support, teaching is now satisfactory. Lessons are planned carefully and the purpose of lessons is consistently shared with pupils. Nonetheless, too often learning activities are not rooted in a real-life context. Consequently, they are less accessible to pupils and boys, in particular, are not always fully engaged in the work set. Although it is too early to see the full impact of actions taken to strengthen teaching, progress in the lessons is improving. Nevertheless, progress remains inadequate over time for most pupils. Provision for pupils with special educational needs and/or disabilities has improved; these pupils make satisfactory progress, considering their starting points and difficulties.

The setting of targets is inconsistent so pupils are unsure what they need to do to reach the next level of their learning, particularly in mathematics. The progress of more-able pupils is constrained because teachers expect them to sit through explanations after they have already grasped what they need to do. The curriculum is under regular review, but it lacks opportunities for pupils to develop basic skills in writing and the use of number, across different subjects. The feedback given to pupils through marking is generally accurate and helpful. However, pupils are not given enough opportunities to respond to this and so miss the chance to consolidate their learning.

Pupils' attendance has improved considerably and is above average. They are proud of their school and enjoy their lessons. They feel very safe in school and adopt healthy lifestyles through eating well and taking part in a range of sports activities. Pupils get on well together and the school is a harmonious community. Their spiritual, moral, social and cultural development is good. Older pupils, in particular, recognise the improvements that have happened and are positive about their school. As one pupil said, 'I used to not like maths, but I get help and now I like it.'

Accurate self-evaluation, together with increased progress in lessons, the rise in attendance and better behaviour, demonstrate the school's satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise the achievement of all pupils in mathematics, and for boys across the curriculum, by:
 - ensuring that pupils know the specific targets they need to work towards in order to reach the next level of their learning
 - speeding up the implementation of topics that engage boys more effectively.

- Ensure that the vast majority of teaching is consistently good by:
 - allowing more-able pupils to get on with appropriately challenging tasks without sitting through unnecessary and lengthy explanations
 - increasing the use of real-life contexts to set learning tasks for pupils
 - giving pupils opportunities to respond to comments in their books about how to improve their work.

- Develop more opportunities for pupils to practise their basic skills, particularly in writing and the use of number, across the curriculum.

Outcomes for individuals and groups of pupils

Attainment on entry is below average and pupils leave at the end of Year 6 with attainment that is low. Therefore progress over time is inadequate. However, in lessons observed by inspectors, the majority of pupils made satisfactory progress because teaching has improved. Work in books, and teachers' records of pupils' progress, show that this is very recent, and boys do not make as much progress as girls. More able pupils make inadequate progress. Pupils from minority ethnic backgrounds make similar progress to their peers; those with English as an additional language are appropriately supported and their progress is satisfactory. Most pupils said that they enjoy school because teachers care for them and try to make lessons fun. For example, pupils in Year 4 enjoyed describing their imaginary planet, developing more ambitious vocabulary to entice the reader.

As a result of their enjoyment, pupils make more effort to ensure that they are at school regularly. Most pupils readily comply with the school rules and the system of rewards and sanctions. A very few pupils find this more difficult and cause low-level disruption to learning when they challenge adults and other pupils. The strategies to manage this are increasingly effective and the proportion of lessons affected has reduced; the progress of pupils with behavioural, emotional and social difficulties is improving. Strategies to support pupils with moderate learning difficulties have been a focus for the school. Their needs have been more accurately identified and appropriate

support has been put in place to ensure their satisfactory progress. This support is regularly reviewed and their progress monitored closely.

Pupils know who they can talk to if they are worried and incidents are dealt with quickly. Relationships between adults and pupils are positive. Pupils who face difficulties in their lives are particularly well supported, for example through the 'harbour room', where well trained adults help them to develop their emotional understanding. Pupils know how to keep themselves safe, for example, on the internet. They are well informed about what they can do to stay healthy, and enjoy participating in sports clubs and tournaments. There is an increasing range of opportunities for pupils to take on responsibilities, although these have not always had as much impact as they might. For example, pupils like helping others as playground leaders but feel that equipment is not always available, or their role is not given a high enough profile. However, they appreciated being involved in developing the new school logo and this has increased their pride in their school. Pupils respect the good opportunities to reflect on spiritual matters. Pupils' social and cultural development is also good. They participated enthusiastically in the community fair and the 'Around the world in 80 minutes' event, celebrating the cultures represented in the school and beyond. Their moral development, while not yet as strong, is increasing, for example through discussions in class and assemblies.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	4
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
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	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	2
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Recently introduced strategies are having a positive impact on improving the quality of teaching. As a result, planning is more consistent, tasks are more closely matched to the needs of pupils and the purpose of each lesson is now shared with pupils. In some lessons, these strategies are combined with a sense of urgency and tasks are based on realistic situations. This helps pupils to become more engaged and their progress increases. However, in a number of lessons more able pupils are expected to sit through explanations when they already know what to do, and tasks are simply exercises with few links to realistic experiences. Marking of work in books includes helpful indications of what pupils could do to improve further, but pupils do not make sufficient use of these comments to support and enhance their learning.

Planning of the curriculum has been improved and it provides pupils with satisfactory opportunities to widen their view of the world. Pupils enjoyed participating with peers from other schools in filming episodes of a children's television programme that helped to give purpose to the use of language. Pupils who speak English as an additional language are well supported through a range of helpful partnerships and technology, such as the 'talking pen'. Although all curriculum requirements are covered, opportunities for pupils to practise their basic writing and number skills across other subject areas are at an early stage. Topics which particularly engage boys are being introduced gradually. Additional opportunities outside of lessons are increasing, with clubs such as various sports and the gardening club proving popular. The breakfast club provides pupils who use it with a calm, well-organised start to the day. This opportunity is an example where the school has recognised some of the issues faced by pupils and developed ways to help them. More widely, pupils are well known as individuals and adults ensure they receive pastoral care which supports their needs, for example when moving to different stages of their learning. Those who get access to the 'harbour room' are particularly well supported.

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,	3

through partnerships	
The effectiveness of care, guidance and support	3

How effective are leadership and management?

After recent reorganisation of management responsibilities, the leadership team is now stable and effective in focusing the school's efforts on key priorities. Together with senior leaders and the governing body, the headteacher has developed a clear vision for the school. This is being increasingly shared with, and understood by, staff and has rightly focused on bringing about significant improvements in teaching. The headteacher has implemented robust, but sensitive, approaches to tackle challenging behaviour. However, improvements in achievement have been slow. Senior leaders and, more recently, subject leaders accurately monitor the quality of teaching, planning and marking. This has been supported by other partners outside of the school, who have helped to bring about improving outcomes, for example in behaviour and attendance.

The school has ensured that discrimination is not tolerated and pupils from different groups get along amicably. However, the low performance of boys and more-able pupils remains an issue. The school has developed ways of celebrating and supporting the local community. Systems to evaluate the progress of pupils have been established and provide appropriate information to set targets and focus intervention strategies. While these are recent, there is some evidence that the desired impact on progress is beginning, although this remains uneven. Members of the governing body have provided appropriate support through the turmoil and have been influential in establishing the school's accurate view of itself. They ensure that statutory policies and procedures are regularly reviewed. At the time of the inspection, arrangements for safeguarding met government requirements and all staff have been trained and are aware of the relevant procedures.

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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

The number of questionnaires received by the inspection team represented just over half of the families, a response rate which is well above the average. These showed that parents and carers are largely supportive of the school in most of their responses to the questions asked. A small minority of parents and carers did not agree that the school deals well with unacceptable behaviour. Inspectors found that there are appropriate strategies in place to ensure that challenging behaviour is well managed and that incidents of undesirable behaviour are decreasing. A small minority also disagreed that the needs of their children were met. Inspectors found that although staff are getting better at meeting the needs of pupils, this is still an area for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beaumont Junior 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 117 pupils registered at the school.

Statements	Strongly	Agree	Disagree	Strongly
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	agree						disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	39	31	46	9	13	0	0
The school keeps my child safe	21	31	41	61	3	4	0	0
My school informs me about my child's progress	20	30	40	60	5	7	1	1
My child is making enough progress at this school	15	22	44	66	4	6	2	3
The teaching is good at this school	20	30	41	61	3	4	2	3
The school helps me to support my child's learning	17	25	41	61	7	10	1	1
The school helps my child to have a healthy lifestyle	17	25	46	69	3	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)	18	27	37	55	8	12	0	0
The school meets my child's particular needs	14	21	42	63	7	10	3	4
The school deals effectively with unacceptable behaviour	18	27	33	49	10	15	5	7
The school takes account of my suggestions and concerns	15	22	42	63	8	12	0	0
The school is led and managed effectively	29	43	31	46	2	3	0	0
Overall, I am happy with my child's experience at this school	25	37	32	48	8	12	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



10 March 2011

Dear Pupils,

Inspection of Beaumont Junior School, Aldershot GU11 1QJ

Thank you for being so friendly and helpful when we visited your school. We enjoyed seeing the work you are doing and hearing what you think about your school.

Many of you said how much you enjoy school, that you feel safe and well cared for, and that the teachers try to make learning interesting. We could see that you are proud to be part of Beaumont Junior School. The headteacher has worked hard to improve teaching and to make sure that those of you who find it difficult to behave well are helped so that your learning improves. However, we want the school to help you make more progress in your learning, so that you can achieve more by the end of Year 6. These are the things we have asked the school to do.

- Help you to make faster progress through the school, so that all of you, especially boys, do even better by the end of Year 6, and particularly in mathematics. Teachers have been asked to let those of you who find work easy to get on with your work more quickly, and to make sure you all have targets which tell you what you need to do next.
- Give you learning activities based on real examples you are familiar with and to give you the chance to do what teachers suggest when they mark your work. You can help by concentrating hard when you get these opportunities.
- Provide you with more opportunities to practise your writing and number skills.

As a result of our visit, we have judged that the school requires a 'notice to improve'. This means that, although your school does some things well and the leaders know what still needs to be done, there are weaknesses that need to be sorted out quickly. The staff have been asked to improve these important things. You and your teachers

will be supported to carry out these improvements and inspectors will come back to the school within a year to check how well you are doing.

Above all you should continue to enjoy your learning and we wish you every success.

Yours sincerely

Andrew Saunders

Lead inspector

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