

Beaudesert Lower School

Appenine Way, Leighton Buzzard, LU7 3DX

Inspection dates 15–16 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders, managers and governors have been relentless in driving improvement in teaching and achievement since the previous inspection.
- Pupils' achievement and the quality of teaching are now good and the school is continuing to improve.
- Standards have been rising over time; they were above average in reading, writing and mathematics in 2014 by the end of Year 2.
- Pupils' attainment is above what is expected for their age in Years 3 and 4 because of their good progress.
- Pupils benefit from good teaching that makes learning interesting for them.
- The behaviour of pupils is good; they have positive attitudes to learning and say they feel safe in school.
- Children in the early years achieve well because teaching staff work together well to provide them with stimulating activities.
- Governors have a good understanding of what the school does well and how it can improve further. They hold senior leaders to account well.

It is not yet an outstanding school because

- The most-able pupils are not always given sufficiently demanding work to do.
- Not all pupils have opportunities to write at length on a regular basis.
- In some cases, marking is not clear in showing pupils what they must do to improve their work.

Information about this inspection

- The inspectors observed learning in 24 lessons or parts of lessons, including 10 jointly with the headteacher or deputy headteacher. Inspectors also attended two assemblies.
- Members of the inspection team heard pupils read and, with the headteacher and deputy headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports and safeguarding records. They considered evidence of the school's partnership work and the information provided for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. Inspectors talked to the Chair of the Governing Body and three other governors, and a representative from the local authority.
- The inspectors took account of the 46 responses to the online questionnaire, Parent View. They also spoke informally to parents.
- The inspectors considered the 20 staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Judith Sumner

Additional Inspector

Full report

Information about this school

- The school is similar in size to the average-sized primary school. There are two classes in each year group.
- Early years provision is full time in the Reception classes.
- Most pupils are White British.
- Less than one fifth of pupils are supported by the pupil premium (additional funding for pupils known to be eligible for free school meals). This is below average.
- Just under one tenth of pupils are identified as disabled or with special educational needs. This is below average.
- There is no commentary about the current government floor standards, as the school does not have any Year 6 pupils.
- The school runs a breakfast club and an after-school club.
- The deputy headteacher joined the school in September 2013.
- Following the previous inspection, the school has been supported by a National Leader of Education from Silsoe VC Lower School.

What does the school need to do to improve further?

- Make teaching outstanding by:
 - ensuring the most-able pupils are always sufficiently challenged to reach the higher levels of attainment
 - making sure that all pupils have opportunities to write at length on a regular basis
 - giving pupils consistently clear guidance on how to improve their work so that their progress accelerates.

Inspection judgements

The leadership and management are good

- Senior leaders have been effective in driving improvement since the previous inspection so that Beaudesert Lower School now provides a good education for its pupils. The headteacher and deputy headteacher have established a culture in which good teaching is the norm and where pupils achieve well. It is a friendly and happy school with a clear sense of purpose. This contributes to rising standards and pupils' good behaviour.
- The leadership of teaching and learning is good because leaders show teaching staff how to improve and provide them with all necessary training. The management of teachers' performance holds them to account and sets them challenging targets to meet a combination of whole-school and individual priorities linked to pupils' progress.
- Subject and other leaders are effective in improving their areas of responsibility. They are given sufficient release time to make a difference. Leaders have an accurate view of how well the school is doing. Their plans for improvement identify the right priorities.
- The pupil premium is used effectively to close gaps in attainment between eligible pupils and the others in the school. It is spent on additional teaching and subsidising certain activities, such as clubs and visits, to enable all pupils to take part. In this way, the school promotes equality of opportunity effectively and makes sure that discrimination of any kind is not tolerated.
- The school fosters good relations with parents, who are very positive about its work. Staff run workshops that help parents to become familiar with the way that subjects like reading and mathematics are taught, so that they can support their children at home. A thriving parent-teachers' association raises large sums each year for the benefit of pupils.
- The range of subjects the school teaches is effective in engaging pupils' interest. Teachers provide imaginative activities that motivate pupils to develop and apply their skills. For example, in 'Geography Week', pupils were able to experience the music, art and food of different countries and cultures. This gave them insight into how others live.
- The school promotes pupils' spiritual, moral, social and cultural awareness well, including through visits, visitors and assemblies. They have a good understanding of British values, such as a sense of fairness, and they are well prepared for life in modern Britain.
- The leadership and management of the early years are good. A strong team of staff work well together to fire children's curiosity and build effective relationships with parents.
- The primary physical education and sport premium is spent effectively on specialist coaches who enrich pupils' experiences of sport and train staff to develop their skills. Pupils' participation in sport has increased as a result. The school takes part in a wide range of tournaments across the local network of schools. The subject leader for physical education has done much to develop sport throughout the school, with benefits to pupils' health and well-being.
- Safeguarding arrangements meet statutory requirements and are effective. The school ensures that all checks are carried out on new staff and that careful records are kept of any concerns about pupils.
- The local authority has supported the school well, particularly through arranging links with a National Leader of Education. This partnership has been fruitful and has enabled school staff to learn from best practice. The local authority has also arranged for a National Leader of Governance to support the Chair of the Governing Body and this partnership has also been beneficial.

■ The governance of the school:

- Governance is effective. Governors have been successful partners in driving improvement and they robustly hold school leaders to account. They know what the school does well and how it can improve further. They check the school's work regularly, including the extent to which it provides value for money. Governors have a good understanding of data and the quality of teaching and are actively involved in the management of teachers' performance. In particular, they do not award pay rises unless these are justified by improvements in pupils' progress. They know what to do to tackle any underperformance.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Most pupils have positive attitudes to learning and work hard in class. Pupils are considerate of one another. They are polite to adults and eager to discuss their learning. They behave well around the school and show respect for property.
- Staff manage pupils' behaviour well. This means that low-level disruption is rare. Occasionally, pupils can become distracted; for example, when work is not challenging enough for them.
- Pupils take their responsibilities seriously. This includes taking turns to put toys away in the playground and to play with children who sit on the 'buddy bench'.
- Attendance is at average levels. Pupils are punctual to school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that bullying is rare and they feel confident that adults will help them with any worries.
- Pupils have a good understanding of the school's values, which they helped to write. They say they feel safe in school. This is a view shared by parents.
- Pupils have a good understanding of different types of bullying, including cyber-bullying. They regularly learn about e-safety. They are involved in assessing the safety of aspects of the school site, such as the nature area.
- Pupils know all about keeping themselves safe; for example, when crossing roads and near water. They know what to do in the event of a fire.
- The breakfast club gives pupils a nutritious start to the day, as they socialise together well. The after-school club provides a safe and friendly place for pupils to spend time together once lessons finish.

The quality of teaching is good

- Teaching engages pupils well because teachers mainly set work at the right level for them. As a result of probing questioning, pupils think carefully about their learning. Teachers often adapt their questions according to individual pupils' abilities.
- Pupils acquire knowledge well through becoming involved in a wide range of interesting activities. For example, Year 2 pupils predicted what would happen to ice cubes they were going to place in different locations around the school.
- In the early years, teaching staff stimulate children's curiosity and build on their interests; for example, in going to the moon.
- Teaching assistants provide good support to groups of pupils and individuals. They have been trained well

in promoting pupils' learning and in checking how well they are doing.

- The impact of teaching on learning and achievement in reading is good. Younger pupils approach text with confidence and apply their skills in phonics (the sounds that letters make) to make sense of it. Older readers speak with enthusiasm about their favourite authors. They say how much they enjoy listening to their teacher reading a well-loved book to them. Year 4 pupils have been studying the life and works of Roald Dahl and have become expert in discussing his achievements.
- Pupils make connections in their mathematical understanding, such as linking fractions to decimals, because they are secure in their knowledge. Year 1 pupils could use a range of apparatus to show place value in two digit numbers, including with money.
- The school uses homework effectively to extend learning and to stimulate pupils' interest. They record their work in well-presented 'learning logs'.
- At times, the most-able pupils are not given sufficiently demanding work to do. When this happens, they are not stretched in their learning and do not make as much progress as they could.
- In their topic books, pupils write about different subjects such as life in the Roman army or the story of a raindrop in an equatorial forest. In some year groups, such as Year 1 and Year 4, pupils write at length. However, this is not consistent in every class.
- There are some good examples of marking showing pupils how to improve their work so that they are clear about what they need to do next. High-quality feedback to pupils is not consistent in all classrooms, however. Occasionally, comments are too general to show pupils specifically the steps they need to take to reach a higher level of attainment.

The achievement of pupils

is good

- Children join the school with skills that are broadly typical for their age. They often come in with difficulties in language and communication. They make good progress in the early years because teaching staff know the children well and set work that meets their individual learning needs.
- Pupils achieve well in Years 1 and 2. In 2014, standards were above average in reading, writing and mathematics. This represented a significant improvement on the previous year; standards have been rising over time.
- The school's work to improve teaching has been successful in accelerating pupils' progress. In Years 3 and 4, pupils make good progress from their different starting points. Their attainment compares favourably with what is expected for pupils their age.
- In 2014, almost all Year 4 pupils made the expected one level of National Curriculum progress from the end of Year 2. Almost two thirds of pupils did better than this.
- Pupils supported by the pupil premium make good progress because the school keeps a careful eye on how well they are doing. Teaching staff arrange programmes of support tailored to their individual learning needs. There were too few pupils eligible for the pupil premium in Year 2 in 2014 to comment on their attainment without identifying individual pupils.
- Disabled pupils and those who have special educational needs achieve well because teaching staff have been trained specifically in supporting pupils' particular needs. Teaching assistants work closely with teachers in planning well-chosen activities that help these pupils to catch up with the others. This means that their individual needs are met effectively.
- The most-able pupils make good progress. The proportion reaching the higher Level 3 by the end of Year 2 was above average in reading and writing in 2014. In most year groups, the most-able pupils are

suitably challenged to reach the higher levels of attainment. However, at times, they are given work that is too easy for them and their progress slows.

- The school has been successful in helping pupils to apply their knowledge of mathematics to solve a variety of problems. In collaboration with other local schools, the deputy headteacher has created some useful resources that teachers are finding helpful in building pupils' understanding. This is contributing to their good progress.
- Pupils' reading has improved rapidly because the teaching of phonics has been changed to become more systematic. This has given pupils more confidence in tackling unfamiliar words. The proportion of pupils who reached the required standard in the Year 1 phonics check was average in 2014. This was a significant improvement on previous years.
- The school develops in pupils a love of books and gives reading a high profile. For example, pupils make good use of the library and learn a range of skills to improve their literacy.
- Pupils write for different purposes and have some experience of writing at length. However, in a few classes, they are not always challenged to write as much as they can and so do not develop as much stamina for writing in a sustained way.

The early years provision

is good

- Teachers identify children's individual learning needs quickly and share information effectively across the staff team. This results in good achievement for almost all children, whatever their starting points.
- Where they join Reception lacking skills, children catch up well, especially in reading and writing. They work in a stimulating environment and enjoy the challenges staff provide for them. For example, children looked at models of tall buildings in order to have a go themselves at making structures that remained standing.
- As a result of good teaching, children develop sustained powers of concentration over extended periods of time. This prepares them well for learning in Year 1.
- Children's behaviour is good. They feel safe and know what is expected of them.
- The leadership and management of the early years are good because staff have a shared vision for all the children to achieve as well as they can. They work together well to offer a wide range of stimulating activities that develop children's basic literacy and numeracy skills. They also promote diversity in the early years; for example, through celebrating Chinese New Year.
- Careful checks on children's progress give a good picture of their achievements. Parents value being able to go online to find out how well their children are doing.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109466
Local authority	Central Bedfordshire
Inspection number	453729

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

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Stephen Tiktin
Headteacher	Elaine Cox
Date of previous school inspection	31 January 2013
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