

# Inspection of Viscount Beaumont's Church of England Primary School

Ashby Road, Coleorton, Coalville, Leicestershire LE67 8FD

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Inspection dates: 10 and 11 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

The executive headteacher of this school is Jo Westaby. This school is part of Rise Multi Academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Cole, and overseen by a board of trustees, chaired by Steven Adshead. There is also a head of school, Hayley Ryder-Smith, who is responsible for this school and one other.

## **What is it like to attend this school?**

Pupils are incredibly proud of their school. As one pupil said, 'It's small but mighty.'

The school's expectations of pupils are clear and well understood, 'All can participate, all can enjoy, and all can achieve.' Pupils understand these expectations and strive to live up to them. They talk about these aims with gusto. Relationships are positive. As one pupil commented: 'Everyone knows each other. We like being together and learning together.'

Pupils' behaviour is exemplary. They are highly courteous and well mannered. They do their best to 'be a star, first time, every time, everywhere, everyone'. This is borne out in lessons, where pupils are highly attentive and work hard. Around school, they are proud of their 'fantastic walking'. The 'STEP' acronym reminds them of what constitutes good manners. They use it well.

Pupils are prepared well for life in modern Britain. They know that everyone must be treated equally, even if their views differ from their own. They say that everyone is welcome at their school, regardless of background, religion or belief. Older pupils know the full range of protected characteristics and what these mean in law.

## **What does the school do well and what does it need to do better?**

Teaching pupils to read sits at the heart of the curriculum. Reading is prioritised. The school's reading curriculum is well planned and sequenced. It sets out which aspects of reading pupils are expected to master at each stage of their education. Over time, pupils develop a love of reading. They are motivated by the rewards on offer for reading regularly. They especially enjoy taking home a book bag to share, which comes with hot chocolate and biscuits.

The school's phonics curriculum is changing. The move from one programme to another has been carefully planned. Both programmes in use are taught with fidelity as part of the transition. Staff have been well trained to teach phonics. Overall, books are closely matched to the sounds that pupils know. As a result, pupils soon become fluent readers.

The rest of the school's curriculum is well organised. It sets out the precise content that pupils are expected to know and remember as they progress through the school. Content builds systematically on what has gone before. It prepares pupils well for what they will learn next. Teachers plan engaging lessons that are closely matched to the aims of the curriculum. In the majority of cases, pupils remember what they have learned. For example, in geography, pupils talk knowledgeably about renewable and non-renewable sources of energy. They know which countries are global leaders in sustainability. However, in a small number of subjects, pupils' recall is less secure. In these subjects, pupils struggle to remember some of the basic facts that have been taught.

Pupils with special educational needs and/or disabilities (SEND) receive well-tailored support. The school ensures that these pupils' needs are accurately understood. In lessons, staff make the necessary adjustments to ensure that the curriculum is learned. Pupils make good use of the extra resources and equipment that staff provide.

Children get off to a strong start in the early years. The curriculum is expertly planned and sequenced. It is ambitious. It takes full account of children's different starting points. Staff in the early years support children's learning well. They know when to step in and when to step back. Children's recall of the curriculum is impressive. They are able to talk about the wide range of books that they have read. They can identify titles, authors and illustrators. They recall their work on growing with ease. One child talked confidently about how babies grow to toddlers, then children, then teenagers, to adults and to older people. Children are well prepared for what they will go on to learn in key stage 1 and beyond.

The school's personal development offer is rich and broad. Pupils benefit from experiences and opportunities at each stage of their journey through school. This is well sequenced. It builds incrementally. Pupils learn how to become active and responsible citizens. They learn about the wide range of beliefs and cultures that make up modern Britain. The school provides opportunities for pupils to work with pupils from other settings and communities.

The school is well led and managed. Leaders at all levels understand their roles and responsibilities. Some leadership responsibilities are shared with another school in the trust. This means that this small school has good capacity for continued improvement.

Staff, pupils and parents are unanimously positive about the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, pupils do not remember what they have learned as well as they should. This means that their knowledge does not build consistently over time. Leaders should ensure that all pupils, across all subjects, consistently know and remember curriculum content.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143610
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10241050
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	77
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Steven Adshead
<b>CEO of the trust</b>	Mark Cole
<b>Headteacher</b>	Jo Westaby (executive headteacher) Hayley Ryder-Smith (head of school)
<b>Website</b>	<a href="http://www.viscountbeaumonts.leics.sch.uk">www.viscountbeaumonts.leics.sch.uk</a>
<b>Date of previous inspection</b>	2 October 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Rise Multi Academy Trust.
- The school moved from the Oval Learning Trust to the Rise Multi Academy Trust in June 2022.
- The vast majority of staff have taken up post since the last inspection.
- The head of school is also head of school at Swannington Church of England Primary School, which is also part of the Rise Multi Academy Trust.
- The school is part of the Diocese of Leicester. The most recent section 48 inspection of the school, which is an inspection of the school's religious character, took place in November 2022.
- The school does not use any alternative education providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the head of school, curriculum leaders, the early years leaders, those responsible for pupils with SEND, and groups of staff and pupils.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history, and modern foreign languages (French). To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also spoke to leaders, looked at curriculum documentation and spoke with pupils about geography, computing, and personal, social and health education.
- The lead inspector met with representatives of the local governing body and with the chief executive officer of the trust, the trust director of education and two trustees, including the chair.
- Inspectors took account of the responses to the Ofsted Parent View survey and written comments from parents. Inspectors spoke informally to parents outside the school. Inspectors considered the responses to Ofsted's survey for staff.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground. An inspector visited the school's breakfast club.

## Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Martin Adamson

Ofsted Inspector

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