

Beaumont Primary School

Old Lodge Lane, Purley, CR8 4DN

Inspection dates 17–18 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a popular school with a happy and welcoming ethos. Its number on roll is increasing.
- Pupils do well in the national tests taken at the end of Year 6, particularly in reading and mathematics.
- All pupils make at least expected progress, and many do a great deal better.
- School leaders ensure that the school is inclusive, so that pupils get on well with one another.
- School leaders have a clear vision of ways in which the school can improve, and their planning is robust.
- The headteacher's effective programme of classroom visits ensures that the overall good quality of teaching is maintained.
- The school promotes a love of reading from the earliest years.
- Teaching is of good quality. Teachers ensure that pupils learn well and make good progress.
- Teachers ensure that work is matched well to pupils' varying needs and abilities, so that no group falls behind in their learning.
- Teachers mark pupils' books carefully, ensuring that they understand what they need to do to improve their work.
- Because the school develops pupils' spiritual, moral, social and cultural qualities well, pupils are polite and respectful towards others.
- Pupils show their enthusiasm for school through their attendance, which has improved and is now well above average.

It is not yet an outstanding school because

- Occasionally the pace of lessons slows, particularly when teachers dominate the lesson and do too much of what pupils could do for themselves.
- The quality of pupils' writing does not consistently match that of their reading and mathematics, and this is because they do not always have the chance to write exciting pieces on a range of topics.

Information about this inspection

- Inspectors observed 16 part-lessons, taught by seven class teachers, across a range of subjects, many observed jointly with the headteacher.
- Inspectors listened to pupils read, looked at samples of their work and attended assembly.
- Meetings were held with senior and middle leaders, the Chair of the Governing Body, a representative of the local authority and groups of pupils. Inspectors took account of the views of staff in seven questionnaires.
- There were 18 responses to the online Parent View questionnaire. Inspectors used these and the one letter they received, and spoke to several parents during the course of the inspection.
- Inspectors observed the school's work and looked at a range of documents, including development plans, the self-evaluation report, local authority evaluation reports, the data on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and minutes of meetings of the governing body.

Inspection team

Natalia Power, Lead inspector

Additional inspector

Avtar Sherri

Additional inspector

Full report

Information about this school

- Beaumont is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is higher than the national average.
- Two thirds of pupils come from a wide range of minority ethnic heritages. Around one in five pupils speaks English as an additional language, and this proportion is slightly higher than average; however, very few pupils are at an early stage of learning the language.
- An average proportion of pupils are on the special needs register, both at school action and school action plus, including those with statements of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not have alternative provision, for example, any resource unit for pupils with special educational needs.
- The Nursery, breakfast club and after-school care are run by independent providers and are subject to separate inspection.

What does the school need to do to improve further?

- Teachers should make sure that they:
 - keep up a brisk pace in lessons, so that pupils do not spend too much time listening passively to the teacher
 - provide pupils with more opportunities to learn independently.
- Raise pupils' attainment in writing by providing them with as many opportunities as possible to develop their writing skills across a range of topics, not just in English lessons.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress throughout their time at the school. By the time they leave, their attainment is typically higher than average, particularly in reading and mathematics. Attainment in writing is more variable, and is generally strongest when pupils have opportunities in lessons to practise their writing skills.
- Children enter the Reception class with language, number and social skills which vary and which for many children are below those expected for their age. Through effective teaching of numbers, sounds and letters, the children make good progress and do better than many of their peers in other schools.
- Pupils continue to make good overall progress from Years 1 to 6, because teachers take account of their individual abilities and provide work which matches them well.
- Inspection evidence, obtained from observing lessons, looking at samples of pupils' work and talking to pupils and parents, shows a general pattern of strong progress. National and school achievement data support this.
- Reading is a high priority in the school. Children in the Reception class are introduced to books early and encouraged through effective home–school links to read widely and change their books regularly. Pupils throughout the school are encouraged to think about the books they read and to answer questions on them to ensure that they have read thoroughly and with understanding. Attainment in reading is higher than average, both in the phonics tests taken in Year 1 and in the national tests taken at the end of Year 6.
- The additional money from the pupil premium is used well to provide extra support within the classroom or in small groups, and this enables the pupils for whom the premium is paid to do as well, and sometimes a great deal better, than their counterparts in the country as a whole.
- Disabled pupils and those who have special educational needs also make more than expected progress in their learning because the school is highly inclusive and provides well for their needs.
- Pupils from a wide range of ethnic minority heritages, some of whom speak English as an additional language, make similar progress to others, because their needs are identified early and effective support put in place.

The quality of teaching is good

- Teachers have generally high expectations of the pupils, and this is reflected in the progress they make.
- A particularly strong feature of the best teaching is the close match of tasks to pupils' abilities. In one successful Year 2 mathematics lesson, for example, groups of pupils were set problems which were accurately matched to their abilities. A group of more-able pupils were challenged to get together to devise their own problem. These pupils were given the freedom to work at their own pace and do their own research, an opportunity they relished.
- In the best lessons the pace is brisk and teachers give pupils every chance to undertake their own research. In one Year 5 English lesson, for example, the pupils worked in groups to find out for themselves what makes a well-structured sentence, while the teacher used a stop-watch on a large computer screen to keep up a fast pace.
- Occasionally, however, the teacher tends to take over too much and, as a result, pupils sometimes do not have enough time to concentrate on what they are doing or find things out for themselves. In these instances the pace of learning sometimes slows and pupils become restless.
- In most lessons, planning is effective and pupils know what they are expected to learn and, when the lesson is finished, have the opportunity to reflect on how well they have learnt.
- Teachers use questioning skilfully. Pupils are given the opportunity to answer or to discuss their

answer with one another. In one Year 6 mathematics lesson, for example, pupils learning how to measure angles in triangles were continually asked to check if their fellow-pupils' answers were correct. This ensured that all were engaged, sharing and thinking for themselves.

- Teachers mark pupils' work particularly well in order that pupils fully understand what they need to do and have the opportunity to reflect on how well they have learnt by responding to the teachers' comments.
- Teachers and teaching assistants provide effective support for pupils with a range of additional needs, ensuring that they have full access to the curriculum and can work at a pace that enables them to make progress in line with others.

The behaviour and safety of pupils are good

- The school provides good opportunities to promote the pupils' spiritual, moral, social and cultural development, and to give them a sense of wonder and awe. One assembly, for example, encouraged the pupils to think of the message of harmony given to the world by Martin Luther King and to apply it in their own lives.
- The school's focus on kindness towards others means that pupils are polite, courteous to visitors and respectful of those in authority. From a wide range of backgrounds, cultures and age groups, groups of pupils get on well and are kind to one another. For example, the youngest children in the Reception class play nicely together and are ready to take turns, and those in Year 6 are proud to take responsibility for others.
- Inspectors observed good behaviour in lessons and around the school. Teachers manage pupils' behaviour well. Pupils are keen to learn, but occasionally become a little restless when given insufficient opportunity to learn independently.
- Pupils told the inspectors that the good behaviour seen during the inspection was typical and that they felt safe and happy. Parents who spoke to inspectors or responded through the online Parent View questionnaire were also very positive about the school. One parent said, 'My child would like the school to be open even on Sundays.'
- Pupils have a good understanding of how to keep themselves safe when they are out of school, for example about avoiding dangers from the internet. They told inspectors that bullying is not an issue in the school, and that if they have any worries or concerns they know whom to go to get them sorted out. They are confident that these concerns are dealt with quickly.
- As the school's popularity increases, attendance rates show an upward trend which reflects pupils' enjoyment of school.

The leadership and management are good

- The headteacher, ably supported by her senior leadership team, is committed to improving the school. She has created a stable staff who are very positive about the school and its management.
- The school works well with parents and carers, keeping them well informed through regular newsletters, text messages and the lively website.
- The school has a clear understanding of what it does well and what remains to be done. Plans for school improvement cover the right priorities and build in good opportunities for reviewing progress.
- The school has effectively addressed the recommendations from the previous inspection, so that, for example, tasks are pitched accurately at pupils' abilities.
- The headteacher supports the teachers well and ensures through regular classroom observations that teaching is good overall. The monitoring visits have a sharp focus on how pupils learn, and this is helpful in ensuring that tasks are matched well to the needs of individual pupils. The headteacher and the governors use the information from this careful monitoring to decide on the

teachers' movements up the salary scale to ensure good value for money.

- The local authority provides effective support to the school, particularly in helping all stakeholders to understand the data on pupils' performance.
- The school offers pupils a good range of experiences beyond the classroom, including many exciting outings, clubs and activities. For example, pupils reported that they greatly enjoy their sessions with the sports coaches and benefit from them.
- Though pupils are generally prepared well for the next stage of schooling, they do a little less well in writing than in reading or mathematics. This is because the school does not ensure that pupils have enough chances to write at length in subjects other than English. As a result, pupils do not always have the chance to write on topics with the potential to fire their imagination.
- The school keeps pupils safe and ensures that those who work with them have been properly checked.

The governance of the school:

The governing body takes an active interest in the school and works supportively with school leaders and staff. It is kept well informed through detailed headteacher's reports about how pupils are doing in comparison to national averages. The governing body has a good understanding of which teachers are on higher pay scales, and is actively involved in the rigorous procedures to ensure that the best teachers are appropriately rewarded. Governors have a good understanding of the data provided by the school, and minutes of governing body meetings show that governors ask searching questions about how well the pupils are doing at different stages and in different subjects. Governors maintain firm control of the school's budget. They fully understand the uses to which the pupil premium funding is put, and ensure it goes to benefit the pupils it is intended for, such as to provide small group teaching and additional support. Governors are generally well trained; for example all new governors attend the local authority induction courses. They are committed to the school and keen to raise their performance still more through further training.

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	101756
Local authority	Croydon
Inspection number	402860

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Christine Heal
Headteacher	Linda Harvey
Date of previous school inspection	22 November 2007
Telephone number	020 8660 7707
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