

# Beaumont Primary School

Old Lodge Lane, Purley, Surrey CR8 4DN

## Inspection dates

5–6 December 2017

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher, with highly effective support from leaders and governors, has provided clear and determined leadership since the previous inspection.
- Leaders have established a culture of high expectations, with the motto 'There is no glass ceiling for any child'.
- Teachers plan extremely well to meet pupils' learning needs. This is an important factor in almost all pupils making outstanding progress.
- Teachers ask really challenging questions to encourage pupils to think about their learning.
- The curriculum captures pupils' interests. A flexible timetable means that pupils spend good-quality time developing skills in subjects other than mathematics and English. The curriculum is supported by a variety of extra-curricular activities, which children enjoy.
- The curriculum is underpinned by an effective assessment system. Regular assessments lead to detailed planning for every child.
- Pupils' personal development and welfare are outstanding. Exceptional support is provided for all pupils, ensuring that any barriers to learning can be overcome.
- Pupils are eager to succeed, have positive attitudes to learning and are able to work independently.
- High standards are evident for all groups of pupils. It is the expectation that all pupils have at least the knowledge, skills and understanding appropriate to their age.
- Outcomes are outstanding. Mathematics is a particular strength.
- Children thrive in the early years. They want to learn and rapidly develop knowledge and skills. Highly effective provision leads to outstanding progress.
- On occasions, teachers do not ensure that pupils think deeply enough before responding and take up more challenging work as soon as they are ready.

## **Full report**

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

- Ensure that all pupils are encouraged to:
  - reflect carefully on their answers, deepening their learning
  - take on the right level of challenge as soon as they are ready.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders at all levels know the school's strengths and areas of development very well. Their evaluation of the school is accurate. The one-page evaluation summary for parents demonstrates clearly what leaders are trying to achieve. School improvement planning is reviewed frequently, with swift, effective responses to any issues raised.
- The headteacher provides continuing professional development opportunities for staff at all levels. A highly effective performance management system ensures that the quality of teaching is at the highest standard. Staff said that training is valued. Leaders and staff collaborate well. They share expertise willingly, drawing on each other's strengths.
- Working relationships between staff and pupils are respectful and positive. Relationships with parents are also positive and they are highly supportive of the school. Staff are unanimous in their praise of the school and the work of the leadership team.
- Effective partnerships with other schools lead to improved outcomes for pupils. Links with a local secondary school are constructive. For example, debates between pupils and students from the sixth form motivate pupils and contribute to their high aspirations for the future. Links with the local special school effectively support provision for pupils with complex needs.
- Leaders' determination to ensure that all pupils succeed is exemplified by the school's inclusive philosophy. Excellent use of the pupil premium funding to support disadvantaged pupils leads to their outstanding outcomes. Individual plans ensure that pupils receive the support that they need to flourish. This is also evident for pupils who have special educational needs (SEN) and/or disabilities. Good-quality teaching is supported by exceptional additional adult intervention. Pupils are encouraged to be independent learners. The use of supportive resources leads to outstanding progress.
- The rich curriculum provides positive experiences for pupils. There is a good balance between reading, writing, mathematics and other subjects. There is a strong emphasis on creative subjects, with art, music and Spanish lessons being effectively led by specialists.
- The curriculum prepares pupils well for life in modern Britain. Pupils learn about and respectfully discuss other faiths and cultures. Each class elects a class ambassador and a member of the school council. Work in books demonstrates that pupils regularly explore pertinent questions – for example, what does individual liberty mean?
- Pupils' spiritual, moral, social and cultural development is at the heart of the school's work. This is evident in work produced across the curriculum. For example, pupils learn about other faiths and cultures with trips and 'virtual tours' to places of worship enriching their learning.
- The whole-school Christmas production epitomised the ethos of the school, when pupils of all ages performed together. The singing was exceptional, reflecting the mood and story of each song perfectly. Pupils maintained excellent intonation while singing in two parts.

- Leaders use the physical education and sport premium effectively to improve provision. Involvement in the Croydon sports partnership has resulted in more pupils being involved in a wide range of sporting opportunities. It has also increased participation in competitive sports. Staff and pupils are rightly proud of winning the rugby trophy, which they feel is a big achievement for such a small school. In addition, the funding has been used for good-quality equipment to support pupils' physical development.

## **Governance of the school**

- The governing body is well led and plays a supportive role in the strategic development of the school. Each committee is led by a governor, who was elected to the role because of his or her strength and expertise in that area. Each of the committees produces an action plan in order to develop further. This enables governors to fulfil their roles and responsibilities effectively. In addition, governors routinely carry out a skills audit to inform planning for vacancies.
- Each governor has a link role to a priority area. They make regular visits to school, talking to pupils, parents and staff. This helps them gain a clear picture of the work of the school. Governors are aware of the outcomes for all groups of pupils because they regularly check on progress and challenge the reports provided by leaders. Governors are kept informed of all aspects of school life; as a result, they are well aware of the school's strengths and areas for improvement. Governors use this information well to set challenging targets for the headteacher.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that all statutory requirements are met. Appropriate checks are made when recruiting staff. Safeguarding arrangements are fit for purpose and records contain an appropriate level of detail.
- Regular training sessions for all staff ensure that they can identify signs and symptoms of abuse. The training has included identification of pupils at risk of female genital mutilation, child sexual exploitation and radicalisation (the 'Prevent' duty). In addition, leaders are aware of safeguarding issues relevant to their community. These form part of the training for staff to develop an awareness for all.
- Pupils said that they feel safe. The vast majority of parents supported this view. Pupils spoke knowledgeably about how to stay safe, including on the internet. Pupils said that safety issues are regularly covered in assemblies.
- Pupils said that they are well looked after. Daily provision is offered to those pupils who may be vulnerable, through the 'NEST' club. The aim of this group is to nurture the mental health and well-being of pupils. The small-group environment leads to effective support for those who need it.
- Leaders work effectively with external agencies to support pupils and their families at the earliest opportunity. The newly appointed pupil guidance, welfare and support worker, within school, provides intervention for those who may be vulnerable.

## Quality of teaching, learning and assessment

## Outstanding

- Teachers are enthusiastic, engaging pupils in many different ways. Pupils understand what they need to do and are quickly immersed in classroom activities. This contributes to excellent progress for all pupils, including those who have SEN and/or disabilities.
- Planning is highly effective; consequently, teachers are clear about what they expect pupils to achieve in every lesson. For example, highly effective planning in mathematics includes an introductory session at the beginning of each lesson, for all pupils, to identify gaps in learning. This means that work can then be tailored to meet the needs of individuals and misconceptions can be tackled at the earliest opportunity.
- Teachers make sure that lessons are put into context, referring to prior learning. In one lesson, for example, pupils watched a video of their own dance performance, portraying the feelings of an evacuee. This was used to inspire outstanding writing.
- Working relationships between adults and pupils are a strength of the school. This leads to consistency in pupils' high level of commitment to their learning. Pupils discuss their learning with one another and value each other's opinions.
- Teachers demonstrate high expectations and secure subject knowledge in phonics. As a result, challenging tasks are set and pupils' phonics skills are very strong.
- Teachers use regular verbal and written feedback to deepen learning in all curriculum areas.
- Support from additional adults is highly effective because they know pupils well. They are also effective in small-group situations, where the intervention is well matched to the abilities of pupils. Support for pupils who have SEN and/or disabilities is exceptional. They learn alongside their peers in a highly nurturing environment. Expectations of this group are high.
- Parents are clear about what their children are learning and how well their children are doing. Homework is valued by parents, who say that it prepares pupils well for secondary school. Work completed at home has the same high level of expectation and is well presented.
- On occasion, pupils are so keen to answer that they do so without thinking through what they want to say. On occasion too, teachers do not ensure that, when faced with a range of challenges, pupils go for options at the right, high level of challenge early enough.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school is highly inclusive. The complex needs of pupils are very effectively met. Pupils understand that they are all different and should support one another. All pupils are treated equally. For example, pupils of all abilities have access to musical instrument tuition and enjoy performing to the rest of the school.

- Philosophy sessions make an important contribution to pupils' personal development. Philosophy is taught in every year group, giving pupils of all ages the opportunity to discuss and debate pertinent issues. During a Year 6 session observed, for example, pupils were discussing how curiosity could lead to wrong choices being made.
- Pupils' attitudes to learning are strong. For example, the daily personal study session before the start of the school day, is well attended by many Year 6 pupils. Pupils in all year groups display high levels of resilience in the way they work.
- Pupils know, respect and follow school rules well. They understand the rule of law and talk confidently about the 'lunch time charter'. One pupil said: 'We have to be responsible for our actions as these have consequences.' They are confident, sociable and appreciative of what teachers do for them. They are lively pupils who love learning.
- Groups of pupils get along well together. One pupil typically said: 'Everyone is important and it doesn't matter where you come from.' Bullying is a rare occurrence. Pupils said that there is little bullying in school, because teachers deal with it before it can carry on. Parents supported this view.
- Pupils learn about healthy eating and they are engaged in the weekly, whole-school, 'run a mile' initiative. Pupils are keen to develop their own fitness.
- Prefects have leadership responsibilities and carry out their duties well. Pupils respect prefects and they act as an effective reminder of the school's high expectations.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave exceptionally well in lessons, in school and outside on the playground.
- Pupils said that behaviour is good because everybody is aware of the expectations and consequences. Parents were overwhelmingly positive about behaviour in school.
- Behaviour incidents in school are very rare. Pupils behave well because they value their education. Pupils also value the many rewards for good behaviour and are motivated by the badges available. The opportunity to take on additional responsibility, for example as a class ambassador, also inspires pupils.
- Pupils' attendance has been securely above national averages for some time. This is due to the diligence of the attendance lead, who is persistent when pupils are absent. The appointment of the pupil guidance, welfare and support worker means that families who may be vulnerable receive support at the earliest opportunity.

## Outcomes for pupils

## Outstanding

- Over time, pupils' progress by the end of key stages 1 and 2 has been significantly high in reading, writing and mathematics. In 2017, the proportions of pupils exceeding the expected standard and the high or 'greater depth' standard in reading, writing and mathematics were well above those found nationally. The work in current pupils' books shows that they are on track to continue to achieve very well.
- Pupils are confident readers. Standards in phonics are significantly above national

averages. This is because of outstanding teaching. Work is extremely well matched to individual needs and additional staff are highly effective in providing support for reading. Younger pupils talk about their favourite authors and which books they are keen to read. Older pupils demonstrate exceptionally high language and comprehension skills. The expectation that pupils read daily at home is widely adhered to. As a result, pupils experience a breadth of different texts and improve fluency when reading aloud.

- Pupils write fluently, accurately and with increasing creativity. This high-quality writing is also evident across the curriculum, for example when writing descriptively in history and science. Pupils consistently use well-presented, cursive script in all written work.
- In mathematics, reflecting the school's work to develop pupils' conceptual understanding and skills in problem-solving, standards are also very high. The most able pupils provide detailed explanations of the systematic process used to solve problems.
- Pupils develop knowledge, understanding and skills across the curriculum extremely well. In humanities, religious education and science books, the same high expectations of presentation are evident as in pupils' writing books.
- Disadvantaged pupils of all abilities make the same outstanding progress as their peers. This is due to effective support and challenge.
- Pupils who have SEN and/or disabilities make outstanding progress. They are supported well within school and through close networks with the special school. Teachers and teaching assistants are effectively trained to provide tailored support for those who need it.
- Pupils are very well prepared for the next stage in their education. This is also the overwhelming view of parents.

## Early years provision

## Outstanding

- Highly effective leadership provides strong direction and support for staff. The impact of this is high-quality provision, which leads to outstanding outcomes. Almost all children reach a good level of development by the time they leave Reception. They are very well prepared to start Year 1.
- Partnership working with parents is outstanding. Staff complete home visits, ensuring that they know the children and families well. All children are able to start full time on the first day of term because transition is effective. Parents are given detailed information about the curriculum in order to be able to support children effectively.
- Children enter Reception with skills typical for their age. Where gaps are identified, for example in reading and writing, children are swiftly supported to catch up. Over the last three years, outcomes have been well above national averages, reflecting consistently outstanding progress.
- Initial assessments are thorough. They are meticulously used to provide appropriate learning for all children, including those who are disadvantaged. Plans created for each child are implemented, effectively reviewed and monitored to ensure that children make outstanding progress.

- Children quickly learn to work independently, indoors and outdoors. Teachers and teaching assistants lead learning effectively, using high-quality questioning. As a result, children think carefully before expressing their ideas. Staff also know when to step back, allowing children to learn for themselves. For example, during an investigation in science, one child watched water dripping for a while; he then said: 'The water is dripping, that means my ice cube is melting.'
- Phonics skills are extremely well developed, and children use these skills effectively for reading and writing. They use vocabulary appropriately when they are talking about their learning with adults and with each other.
- Adult-led learning is supported by a variety of visual resources that are used effectively to embed new skills. This was particularly evident in a mathematics session observed by inspectors, when children used large apparatus to support their learning of addition. The most able children are effectively challenged to achieve well.
- Children work independently and demonstrate good levels of concentration. They are purposefully engaged in a wide range of stimulating activities. Children readily take turns, share equipment and persist in their learning. They love coming to school and attend well. Children demonstrate good listening skills and are keen to learn.
- Staff give high regard to children's welfare and fully adhere to the school's safeguarding procedures in order to keep children safe in school.



## School details

Unique reference number	101756
Local authority	Croydon
Inspection number	10023619

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	Local authority
Chair	Gordon Smith
Headteacher	Linda Harvey
Telephone number	020 8660 7707
Website	<a href="http://www.beaumont.croydon.sch.uk">www.beaumont.croydon.sch.uk</a>
Email address	<a href="mailto:head@beaumont.croydon.sch.uk">head@beaumont.croydon.sch.uk</a>
Date of previous inspection	17–18 January 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school.
- The proportion of pupils from ethnic minority groups is in line with national averages.
- The proportion of pupils who speak English as an additional language is in line with the national average.
- The proportion of disadvantaged pupils supported by the pupil premium grant is below that found nationally. The proportion of those who have SEN and/or disabilities is well below schools nationally.
- Pupils are taught in single-year classes from Year 1 to Year 6. In the early years, there is one Reception class.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

## Information about this inspection

- The inspectors observed learning in 18 lessons, some jointly with the headteacher. Inspectors observed pupils' behaviour in classrooms, at breaktimes and at lunchtimes.
- Individual pupils and different groups of pupils spoke with inspectors to discuss their learning and views of the school. Inspectors listened to pupils read and discussed their reading with them. The inspectors also looked at samples of pupils' work across subjects and year groups.
- A range of documents was considered, including the school's improvement plan, self-evaluation documentation, information about pupils' progress and attendance, behaviour logs and safeguarding arrangements.
- Two members of the governing body met with inspectors. The lead inspector also held a meeting with a representative from the local authority and held meetings with school staff.
- The inspectors took account of the views expressed in the 20 online responses to Ofsted's Parent View questionnaire and contributions from 14 parents who responded in the free-text section. In addition, they gathered the views of several parents during informal meetings at the school.
- There were no responses to the staff or pupil questionnaires.

## Inspection team

Donna Chambers, lead inspector	Her Majesty's Inspector
Dominic Carver	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector

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