

Beaumont Primary Academy

Dryclough Road, Crosland Moor, Huddersfield HD4 5JA

Inspection dates

1–2 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders have a very strong vision for the school. They are passionate about maintaining a caring, inclusive community.
- Leaders have exceptionally high expectations of the progress that all pupils can make, regardless of their starting points or circumstances.
- Governors know the school very well and provide school leaders with appropriate support and challenge.
- Teachers give clear explanations and use questioning well to provide effective support and challenge.
- The vast majority of pupils are self-disciplined. Incidents of poor behaviour are very rare and are dealt with exceptionally well by staff.
- The school actively promotes all aspects of pupils' personal development and welfare. This work is a considerable strength of the school.
- Support for disadvantaged pupils and those with special educational needs and/or disabilities (SEND) is effective.
- Parents and carers are extremely positive about the work of the school. They are confident that their children are making good progress.
- There is an exceptionally strong culture of safeguarding throughout the school. Pupils are taught from a very early age that they have the right to feel safe.
- The curriculum is broad and balanced. Pupils have a wealth of opportunities to gain skills, knowledge and understanding, often in exciting and innovative ways.
- Attendance is just above the national average and is improving.
- The school has planning in place for key stage 2 so that it is ready to take on Year 3 in September.
- Current pupils in Years 1 and 2 make good progress in reading, writing and mathematics. However, the proportion reaching the required standard in phonics was broadly in line with the national average in 2018.
- Children in Reception make outstanding progress in all areas from typically low starting points. However, the proportion of children reaching a good level of development was below the national average in 2018.

Full report

What does the school need to do to improve further?

- Continue to prepare for the growth of the school by further developing the work that has been done on planning the work that pupils will do in key stage 2.
- Further improve teaching, learning and assessment so that:
 - the proportion of pupils reaching the expected standard in phonics increases
 - the proportion of children reaching and exceeding a good level of development increases.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Senior leadership is very effective. Leaders are determined to continuously develop an inclusive whole-school community where everyone is focused on equipping the pupils in their care for a positive future.
- There is a culture of very high expectation throughout the school. Staff feel very well supported by leaders but are in no doubt that only the best practice is good enough. Leaders make sure that staff understand the multiple barriers to learning that many pupils have but never allow them to be used as an excuse for poor progress.
- The quality of teaching, learning and assessment is regularly and thoroughly monitored through book scrutiny, lesson observation and analysis of teacher assessment. All teachers are held to account for the progress of each individual in their care.
- The school faces the significant challenge of many pupils joining the school at different times during the school year. Pupils are thoroughly assessed when they arrive. The progress of each individual pupil is carefully and regularly checked by leaders.
- Staff value the support and challenge that leaders provide. They were able to give many examples to the inspector of effective professional development. The newest members of staff were keen to say that they have received extremely good support from experienced staff in school and from the trust.
- Parents who made their views known during the inspection said that the school is well led and managed and that they know all decisions are made in the best interests of the pupils.
- The curriculum for key stage 1 is extremely well designed. It provides a balance of topic work and work on individual subjects. This is ensuring that pupils are able to make links between different areas of learning and gain good subject-specific skills, knowledge and understanding.
- Pupils have a good range of experiences that foster spiritual, moral, social and cultural development well. Pupils have an impressive awareness, especially considering their age, of people from other backgrounds and with different beliefs. For example, pupils could explain the similarities and differences between Islam and Christianity through the ways that babies are welcomed into their respective faiths.
- Pupil premium funding is used very effectively. Leaders provide a wide range of support for disadvantaged pupils, who often have very diverse and complex needs. Work in pupils' books shows that there are no significant differences in the attainment between disadvantaged and non-disadvantaged pupils with the same starting points.
- Pupils with SEND are given excellent support. Their needs are quickly identified and plans are actioned to ensure that they have the help that they need. Parents are continuously involved. As a result, these pupils are making good progress. One parent summed up the views of many by saying: 'This school is very good at looking at the bigger picture, understanding the child and responding to each child's individual needs.'
- The primary school physical education and sport funding is spent very wisely. The school is very well equipped, and pupils have many sporting opportunities. Pupils were

eager to talk about how they enjoy having lots of equipment to use at breaktimes and in lessons.

Governance of the school

- Governors are very knowledgeable about the work of the school. They know what the school does well and can explain the actions that are being taken to bring about further improvements. They understand the challenges that leaders are facing as the school continues to grow rapidly.
- Governors are rightly proud of the inclusive ethos of the school. They have high expectations and are extremely ambitious for all pupils. They share leaders' determination to make sure that all pupils make rapid and sustained progress from their starting points.
- Governors use their knowledge of the school, which is gained from meetings with and reports from school leaders and from their visits to school, to provide regular support and challenge. For example, they could explain to the inspector how they hold leaders to account for the use of the pupil premium funding and the impact it has on pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- All policies and procedures are fit for purpose. Staff are very well trained and are given regular updates. As a result, staff know what signs to look out for and have the confidence to report all concerns, no matter how small. Record-keeping is clear and detailed and shows that appropriate actions are taken in a timely manner.
- Staff know the pupils, their families and the local community extremely well. This puts them in a very good position to be able to respond to local issues. They have developed strong relationships with parents and are passionate about providing vulnerable pupils with the support they need to thrive.
- Pupils say they know they are safe in school. They have the confidence to report any concerns they have to trusted adults and know that they will receive the support they need.
- Parents say that their children are safe and well cared for in school. They praise the staff for the work they do to care for and support pupils and their families.

Quality of teaching, learning and assessment

Good

- Adults in school know their pupils very well. They use this knowledge effectively to help them to make sure that all pupils make good progress from their starting points.
- Teachers have strong subject knowledge and plan interesting lessons and activities that excite and engage pupils. They make sure that the experiences they give their pupils equip them with the skills, knowledge and understanding they need to succeed with the tasks they set.

- Teachers have high expectations of what pupils can achieve. All pupils are expected to engage in whole-class lessons. Some pupils are given additional support or resources in these lessons to ensure that they can access learning alongside their peers. In addition, some pupils are given effective bespoke individual or small-group support outside the classroom. The effectiveness of these sessions is carefully monitored by leaders.
- Work is generally pitched at the right level for all pupils. However, at times, it is too easy for some pupils and too hard for others. Teachers and teaching assistants are skilled in posing questions which offer additional support and challenge. Pupils are often invited to ask questions about the topics they are working on and are then supported to find the answers.
- Teachers give clear explanations and check pupils' work carefully during lessons. They identify errors and misconceptions and act quickly to address them.
- In mathematics, teachers make sure that pupils have access to activities and resources which help them to understand their learning. Work in pupils' books shows that pupils of all levels of ability have opportunities to develop fluency, reasoning and problem-solving skills. Pupils are also able to apply their mathematics in different contexts, for example using money to explore addition and subtraction. As a result, pupils make good progress in mathematics in Years 1 and 2.
- Routines in phonics lessons are now well established. Pupils are taught to recognise letters and sounds and some words. They are then taught to use this knowledge to read and write words and sentences. The books that pupils are asked to read are mostly well matched to each pupil's phonics understanding. Pupils are encouraged to reread books to develop fluency. A lot of work is done on extending pupils' vocabulary to help them to understand the books they are reading.
- Work to develop the quality of pupils' writing is effective. Pupils are given lots of experiences and chances to talk before they are asked to write and lots of opportunities to write at length.
- The topic-based approach to learning is well established. Each topic begins with an exploration day which is designed to introduce the subjects that the topic includes and to go through relevant new vocabulary. Pupils say that this topic work often includes trips or visitors and they spoke with enthusiasm about visiting Eureka and Cannon Hall Farm.
- Topic work is supported by the use of good-quality texts. Pupils are keen to discuss the stories that they have been read and that they have read themselves. They spoke with enthusiasm about the books they take home to read each afternoon and how they use the library each week. Some were able to explain their choice of favourite author.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are self-confident, especially when they are in familiar situations and engaged in familiar routines. They are proud of the way that their school welcomes and values

everyone.

- Pupils' understanding of how to keep themselves safe is excellent. They speak knowledgeably about how to keep safe in a range of different situations, including when they are online. Year 2 pupils, who went out for a walk during the inspection, were able to explain how they are involved in risk assessment. They are taught how to look out for potential dangers, such as dogs and strangers, and know how to react in different situations.
- Pupils say that there are no bullies in their school. However, they are confident that staff will act appropriately if bullying occurs.
- Pupils are knowledgeable about healthy eating and exercise. They explained to the inspector why it is important to eat a wide variety of foods and not to eat too many sweets. They also explained how the equipment they have, such as scooters, helps them to stay active at breaktimes. They told the inspector that the weather has to be really bad to stop them taking part in running or walking their 'Daily K'.
- Work to support emotional needs and mental health is a strength of the school. The school works proactively to help pupils to develop confidence and resilience. The school uses two characters, Rosie and Ravi, to help pupils consider how to react in positive ways in different situations. The school was awarded the Silver Mental Health Award in January 2019.
- In addition to this, pupils complete a daily well-being check at the start of the school day. Pupils say that adults will always listen if they need to talk and that they also have the option of writing down their worries and 'feeding' them to their class 'worry monster'. These strategies help to identify needs and to provide support quickly.
- Pupils take opportunities to take on extra responsibilities very seriously. Some act as lunchtime monitors, Reception leaders or school council representatives. Members of the school council were able to explain to the inspector how they carried out a school survey to find out what additional sporting equipment pupils would like. They proudly explained that, after they presented their results, more equipment, including javelins, was ordered.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils show respect for adults and each other. They are friendly, polite and eager to chat about their activities. They are able to self-regulate their behaviour and behave appropriately, even when they think they are unsupervised.
- Pupils know and understand the school's behaviour policy and say that it is implemented consistently. The school is meticulous in recording incidents of poor behaviour. Records show that most incidents occur when pupils first start at the school and that they quickly learn to modify their behaviour to 'the Beaumont way'.
- Behaviour in lessons is exemplary. Pupils have excellent attitudes to learning and cooperate well with each other to share equipment and to complete collaborative tasks.
- The school uses effective strategies to improve attendance and to reduce persistent absence. Current attendance is broadly in line with the national average. The individual

pupils who were disadvantaged by persistent absence last year are not this year. They now attend well. The proportion of pupils currently disadvantaged by persistent absence is higher than the national average for last year. However, this figure is rapidly reducing.

Outcomes for pupils

Good

- There is very little published data for this relatively new school. It does not yet have any pupils that have completed testing at the end of key stage 1 or 2.
- School data, based on teacher assessment, shows that pupils in Years 1 and 2 make good progress in reading, writing and mathematics. In-school standardised testing of reading and mathematics shows that the majority of pupils currently in Year 2 have made good progress since they were first tested in the autumn term in Year 1.
- Work in pupils' books shows that pupils in Years 1 and 2 make very good progress in writing and good progress in mathematics. There is no significant difference between the progress of disadvantaged pupils and non-disadvantaged pupils with similar starting points.
- Pupils with SEND make good progress from their starting points because of the good quality of support they receive.
- In 2018, the proportion of pupils reaching the required standard in phonics in Year 1 was just below the national average. However, the proportion of disadvantaged pupils reaching the required standard was above that of others nationally.

Early years provision

Outstanding

- Work on personal development, behaviour and welfare is a considerable strength of the early years setting. Whether children join the early years at the beginning of the school year or at other times, they settle quickly into school life. Children quickly respond to the well-established routines and boundaries that are set. The caring, nurturing environment that staff have created helps children to feel safe and confident, and to thrive.
- In-school data and work in books show that children are making outstanding progress from typically low starting points. For example, children who could only just 'mark-make' in September 2018 are now able to write some phonetically correct words. Leaders are keen to explain that this rapid progress is essential to ensure that pupils can access the key stage 1 curriculum.
- The proportion of children achieving a good level of development has remained around the national average since the school opened: just above the national average in 2017 and just below in 2018. The proportion of disadvantaged children achieving a good level of development in 2018 was above that of other children nationally.
- Induction arrangements are extensive. Leaders are working with the local nursery to help them to give children the skills they need to transfer with ease into the Reception class. Links with parents are extremely positive. Parents enjoy the opportunity they have to work with their children at the start of each school day and make valued

contributions to their child's record of progress and attainment.

- The leadership of the early years is very strong. Accurate self-evaluation is used to identify priorities for improvement, which are addressed through well-designed action plans.
- The quality of teaching, learning and assessment throughout the unit is very high. All areas of learning are well resourced and well used. Children have access to an extensive range of child-initiated and carefully thought-out adult-led activities.
- The curriculum is well designed and adapted to meet the needs of the children. Topics are designed to appeal to all groups of children. Innovative ideas are used to engage and motivate children to want to learn. For example, during the inspection, the children were very excited by a letter from an alien. Previously reluctant writers were eagerly engaged in composing their replies.
- Adults join in with child-initiated activities to extend learning. For example, during the inspection, a group of children were riding bicycles and scooters around a track. The teacher quickly turned their game into an opportunity to learn to count backwards from 10. The children eagerly joined in with the countdown at the beginning of each lap before 'blasting off' on their 'rockets'.
- Appropriate risk assessments are in place and all welfare requirements are met.

School details

Unique reference number	142774
Local authority	Kirklees
Inspection number	10087482

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

Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	Board of trustees
Chair	Phil Wheeliker
Principal	Debbie Kelly
Telephone number	01484 503 111
Website	www.beaumontprimary.org.uk
Email address	office@beaumontprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Beaumont Primary Academy is currently smaller than the average-sized primary school, with pupils in Reception, Year 1 and Year 2. The school is growing each year. The school moved into new premises in September 2018.
- In September 2016, South Pennine Academies opened Beaumont Primary Academy as a free school. South Pennine Academies' trustees are responsible for the core governance functions of setting the school's direction, holding the principal to account and ensuring financial probity. The members of the local academy board are appointed by the trustees. The scheme of delegation sets out clearly what powers have been delegated to the local academy board and executive officers.
- The school started with a group of Reception-age children. The school opens classes each year for additional year groups as this group of pupils moves through the school. It intends to be open to pupils from Reception to Year 6 in September 2022.
- The proportion of pupils who speak English as an additional language is below the

national average.

- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with SEND is above the national average, although the proportion of pupils with an education, health and care plan is below the national average.
- The school runs breakfast and after-school clubs.

Information about this inspection

- The inspector observed teaching and learning in all year groups. All of the observations were undertaken jointly with the principal.
- The inspector, with the principal, looked at work in pupils' books.
- The inspector met with members of the local governing body.
- The inspector met with the chief executive officer of the trust.
- Various documents were scrutinised, including the school's self-evaluation document, improvement plans, minutes of governing body meetings, records of checks on teaching and learning, and attendance and safeguarding information.
- The inspector met formally with a group of pupils, spoke informally to pupils in lessons and listened to some pupils read.
- Discussions took place with staff about the support and professional development that they receive. The inspectors also took account of the 24 responses to Ofsted's staff survey.
- Inspectors considered the views of parents by meeting informally with many at the start of the school day and through the 99 responses to Ofsted's online questionnaire, Parent View.

Inspection team

Chris Cook, lead inspector

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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