

Inspection of a good school: Beaulieu Village Primary School

High Street, Beaulieu, Brockenhurst, Hampshire SO42 7YD

Inspection dates: 20 May 2021

Outcome

Beaulieu Village Primary School continues to be a good school.

What is it like to attend this school?

Pupils have strong trust in their teachers at this school. They know that staff want the best for them. Pupils say that they feel safe in the school. If they have a problem, pupils know who they can speak to for help. Staff take a pride in how well they know their pupils. They take care to provide a nurturing environment for everyone. All of this contributes to pupils feeling happy.

There is an enthusiasm for learning that runs through the school. Teachers encourage all pupils, whatever their ability, to try their hardest. Pupils relish the encouragement they receive. Even when they find the learning hard, pupils keep going because they want to improve.

Pupils behave well throughout the school. They concentrate in lessons and discuss their work in a mature way. Outside of class, pupils show the same high standards of behaviour. They say that bullying is very rare. If it does happen, they know that teachers will make sure it is sorted out quickly.

Parents appreciate what the school offers their children. One parent's comment summed up how many feel: 'The teachers and the headteacher know the children so well and really understand their individual personalities and needs.'

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

Leaders have made reading a priority in the school. They keep their successful early reading programme under constant review. The new reading lead has focused on the teaching of phonics, monitoring the consistency of the delivery carefully. This clear and steady teaching helps younger pupils pick up quickly the sounds they need to learn. Teachers have sharpened further how they check what pupils have learned. This information supports teachers to plan even more precisely. Leaders have invested in a new range of reading books. These are accurately matched to the sounds that pupils are learning. This helps pupils build their confidence in reading. It has also meant that pupils

make more rapid progress. Weaker readers have especially benefited from this new resource.

Leaders have acted swiftly and effectively to help pupils catch up if they fall behind in their reading. Across the school, pupils show a real interest in books. The new reading corners in classrooms are popular places to be. Pupils see reading as enjoyable as well as an important skill to have.

Elsewhere in the school's curriculum, leaders have ensured that there is breadth and quality in what pupils learn. For instance, in mathematics, there is a well-planned programme of learning across all year groups. Pupils build their mathematics skills securely and systematically. As with reading, leaders have made sure that pupils learn well right from the start in early years.

This is also true for other subjects, such as art. The new art curriculum is well sequenced. Pupils build their knowledge about artists and artistic techniques well over time. Teachers make sure that pupils learn key vocabulary in each subject. Pupils use this vocabulary with confidence, showing a strong grasp of essential knowledge. Not all subjects in the curriculum have been fully revised to the standard of art as yet. Leaders are currently making improvements so that all subjects have similar breadth and depth.

Pupils with special educational needs and/or disabilities are well known in the school and teachers consider their needs carefully. Wherever possible, pupils are fully included in the lessons with their classmates. Most parents are happy with the provision for their child. However, a few parents expressed some dissatisfaction with the support their child receives. They are frustrated by how long it takes to secure education, health and care plans.

Pupils throughout the school behave very well. They concentrate on their learning and work well with each other in class. They are keen to volunteer answers and show determination to see tasks through.

Leaders are strongly aware of the importance of pupils' well-being and their wider development. They encourage pupils to take on leadership roles. Older pupils help younger ones. Pupils volunteer to carry out tasks in the school. Teachers ensure that pupils have a range of memorable experiences beyond the classroom. For instance, they can go sailing, have tea with Lord Montague or even take part in a pancake race in the village.

The headteacher shows deep commitment to the pupils and staff. Teachers, in turn, have confidence in her leadership. They recognise that she is mindful of their workload. Governors know the school well and work effectively with the headteacher to ensure that the school continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of vigilance at the school. Staff are alert to any risk to their pupils. They know their pupils very well and are quick to pick up on any concerns. The school works closely with families and other agencies to ensure the right support is provided.

Leaders are diligent in the delivery of safeguarding training to staff. They also make sure that all appropriate recruitment checks are carried out. Governors conscientiously monitor safeguarding processes in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have taken to plan next year's curriculum that they are in the process of bringing this about. Leaders need to ensure that each subject curriculum is well-planned, well-sequenced and clear about what pupils need to learn. They also need to provide support and training so that teachers have strong subject knowledge across the curriculum range.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Beaulieu Village Primary School to be good on 18 January 2012.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

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.

School details

Unique reference number	115861
Local authority	Hampshire
Inspection number	10192846
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair of governing body	Andrea Oram
Headteacher	Katherine Jones
Website	http://www.beaulieuschool.org.uk
Date of previous inspection	24 May 2016, under section 8 of the Education Act 2005

Information about this school

- The school is a smaller than average-sized primary school.

Information about this inspection

- This was the first routine inspection the school received since the 2020-2021 COVID-19 (coronavirus) pandemic. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation of the school.
- The inspectors met with school leaders and other members of staff, including the special educational needs coordinator. They also met with governors, including the chair of governors.
- Inspectors reviewed the school's safeguarding arrangements. They looked at relevant documentation, staff recruitment checks and training records. They also considered how well adults in the school act on emerging concerns about pupils' welfare.
- Inspectors spoke with pupils, parents and staff to gather their views. They looked at 29 responses to Parent View and 27 free-text responses. Inspectors also considered 20 replies to the staff questionnaire and 48 submissions to the pupil questionnaire.

- Inspectors carried out deep dives in these subjects: reading, mathematics and art. This involved talking with senior leaders, subject leaders and class teachers about how these subjects are delivered. Inspectors then visited lessons to see this in action, talked to pupils about what they had learned and looked at their work. Inspectors also listened to pupils read.

Inspection team

Yasmin Maskatiya, lead inspector

Her Majesty's Inspector

James Broadbridge

Her Majesty's Inspector

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