

Inspection of a good school: Beamish Primary School

Co-operative Villas, Beamish, Cooperative Villas, Stanley, County Durham DH9 0QN

Inspection date: 12 October 2021

Outcome

Beamish Primary School continues to be a good school.

What is it like to attend this school?

This is a caring school where pupils are happy. Pupils and staff treat each other with mutual respect. Pupils have trust in the staff and feel safe.

Leaders, staff and governors want the best for all pupils. They have planned a curriculum to develop pupils' academic growth. They aim to widen pupils' horizons. There are many opportunities for pupils' personal development. It is clear from the school's work on careers advice and guidance that it intends to raise pupils' aspirations.

There are clear expectations for behaviour. Pupils understand these and respond positively. Staff apply the behaviour approaches consistently. There is support and nurture for pupils who need extra support to behave well. The school has suitable systems for dealing with bullying should this occur. Pupils are confident that staff will help them if they have concerns.

The school engages well with parents. Staff supply guidance on how parents can help their child to learn. This includes important aspects such as how to help with reading at home. Pupils like the after-school clubs. Some clubs provide opportunities for pupils and their families to join in together. Pupils enjoy the different things that they can do at lunchtimes and playtimes. They love den making and playing with the tyres.

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

Leaders have designed a well-sequenced curriculum. They have planned what children need to know from Nursery through to Year 6. This builds pupils' knowledge as they move through school. Staff carefully consider the needs of pupils in the mixed-aged classes. This is clear both in the curriculum planning and how they adapt their lessons. Teachers use suitable approaches to help pupils gain mathematical knowledge. In history, teaching helps pupils know important knowledge and how to think like a historian. Teachers carefully check that pupils are understanding the work in lessons. They use regular assessments to see what pupils are learning across the term.

The school's curriculum aims to enhance pupils' personal development. Leaders have identified key experiences for each year group. These intend to broaden pupils' experiences. There is also guidance about the world of work and education next steps. This provision helps to raise pupils' aspirations.

From starting in Nursery, staff introduce children to books and stories. Staff teach children how to listen carefully and to recognise sounds. Reception children are taught phonics from the start. This continues through key stage 1 with regular lessons. Staff give help to pupils who have not fully grasped the required phonics knowledge. Younger pupils read regularly in school and at home. Staff accurately match books to pupils' phonics knowledge. Older pupils access a range of quality texts. This motivates them to read. They can talk about what they are enjoying in the books they read. Leaders for reading and phonics are knowledgeable. They ensure that staff receive training to enhance their expertise in teaching pupils to read.

From starting school, children are taught routines. This helps them settle quickly into school. Pupils behave well in lessons. They listen attentively. Pupils' work in books shows that they work with sustained effort. They take pride in what they have learned.

There is a breakfast club for pupils to attend. The school provides a range of after-school clubs. These cover a range of interests. There are also some clubs where pupils can attend with their families. Leaders are keen that there is something for everyone to get involved with. However, leaders have not checked to see which pupils are taking up the extra-curricular offer.

The school promptly identifies the needs of pupils with special educational needs and/or disabilities (SEND). Leaders put specific plans in place to support these pupils. Staff suitably adapt the curriculum to enable pupils with SEND to achieve the best they can.

The headteacher and deputy headteacher are relatively new to their roles. They have acted promptly to further improve the school. At the same time, they take account of staff well-being and workload. Staff are 'on board' with the vision of the leaders. Staff morale is high. Subject leadership is strong in areas such as mathematics, English and history. In some subjects, leaders are very new to their roles. They have not had the opportunity to fully evaluate how well pupils are learning in the subjects that they lead. Where this is the case, leaders have clear plans for developing subject leadership expertise. Governors have a clear understanding of the school's priorities. They know the community the school serves well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including the school and family worker, have established a positive safeguarding culture. Staff know the steps to take if they identify any concerns about pupils. Where pupils need help, the school works well with families and other agencies. Leaders have set up suitable approaches for managing safer recruitment and allegations or safeguarding

concerns about staff. Staff receive appropriate training. For example, staff have been trained about sexual harassment, online sexual abuse and sexual violence. The school's curriculum teaches pupils how to stay safe. The school's website provides guidance for parents. This helps them know how to keep their children safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders are new to their roles. Similarly, some leaders have not yet had the opportunity to see how well pupils are learning in their subject. In some foundation subjects and science, subject leaders have not fully checked the impact of the school's curriculum. Leaders should continue with their programme of training to further develop the skills of these subject leaders.
- Leaders do not analyse pupils' attendance at after-school clubs. This makes it difficult to know the extent that disadvantaged pupils and pupils with SEND are accessing the wider curriculum offer. Leaders should analyse pupils' attendance at clubs to assure themselves of which pupils take up the school's extra-curricular offer.

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 evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in September 2016.

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.

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	114021
Local authority	Durham
Inspection number	10200116
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair of governing body	Wendy Guile
Headteacher	Karen Telfer
Website	www.beamish.durham.sch.uk
Dates of previous inspection	27 and 28 September 2016, under section 8 of the Education Act 2005

Information about this school

- The school is in a hard federation with Pelton Community Primary School.
- Since the last inspection, there have been changes to leadership and governance. The headteacher and deputy headteacher are new to their roles. Both work across the federated schools. The chair of the governing body has changed.
- The age range of pupils is 2 to 11. The school has provision for two-year-olds.
- The school uses one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.
- The lead inspector met with the headteacher, the deputy headteacher and the school and family worker. He met with five governors, including the chair of the governing body. The lead inspector held a telephone meeting with the representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with leaders to discuss how the school develops pupils' behaviour and supports their personal development.
- The inspectors evaluated the effectiveness of safeguarding through discussions with a wide range of leaders, staff and pupils. The lead inspector scrutinised a range of safeguarding documentation alongside school leaders.

Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

Andrew James

Ofsted Inspector

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