

Inspection of Beanfield Primary School

Farmstead Road, Corby, Northamptonshire NN18 0LJ

Inspection dates: 11 and 12 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Beanfield Primary School is a vibrant school. Pupils are happy and enjoy their learning. They talk with enthusiasm about school life. One pupil told inspectors, 'I love learning, chatting to friends and getting ready for the future.' Pupils are proud of their school. They say that they feel safe. Pupils are a credit to the school.

Leaders set high standards for pupils to live up to. They expect pupils to work hard. Pupils like the rewards they earn for doing their best. Pupils enjoy making a positive contribution to the life of the school. They like being prefects, class ambassadors and sports leaders. Older pupils are excellent role models for younger pupils.

Relationships between pupils and adults are very positive. Pupils are polite and respectful. They behave very well. Pupils really care for each other. Pupils know that staff quickly sort out any problems and that bullying is not tolerated. Pupils know that staff are always available to talk.

Leaders have created a caring, aspirational ethos at Beanfield. The vast majority of parents and carers are positive about the school. One parent told inspectors, 'The school has a fantastic team of teachers and well-being staff who go over and above to help the children.'

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

Leaders have planned a well-organised and ambitious curriculum. Curriculum plans identify the key knowledge that pupils need to learn. Curriculum thinking begins in the Nursery Year. It is clear how new learning builds on what has already been taught. Leaders ensure that pupils' vocabulary develops progressively in all subjects. Pupils remember much of the curriculum content that they have learned. For example, in science, pupils confidently talk about Isaac Newton's laws of motion. Other pupils explain the difference between longitude and latitude. However, there are inconsistencies in what some pupils can remember about their learning. For example, some pupils struggle to recall facts about different world faiths and beliefs.

Reading is a priority in the school. Teachers read to pupils from a wide range of texts, which are often linked to their learning in other subjects. From the moment pupils join the school, they begin to learn to read in a very systematic way. The daily phonics sessions are highly structured. Most pupils use their decoding skills well to sound out unfamiliar words. Most books are matched to the letters and sounds that pupils are learning. However, some pupils struggle to read unfamiliar words as they have too many gaps in their phonics knowledge. Some pupils who struggle to read do not always receive books that are matched well enough to the letters and sounds they know.

Pupils enjoy mathematics. They explain their learning well using mathematical vocabulary. For example, pupils correctly use 'tens', 'ones' and 'exchange' when they

discuss subtraction. Teachers provide regular opportunities for pupils to recap what they have learned. Pupils build their understanding and skills securely.

Relationships are very positive between children and adults in the early years. Leaders ensure that there is a sharp focus on developing children's communication and language in the early years. For example, staff play alongside children, using specific vocabulary such as 'sliding' and 'rolling' to help children remember what they have been taught. Staff ask questions so that children can apply their understanding of the world. Staff ensure that the learning environment is very engaging.

Leaders are reviewing the school's approach to checking what pupils have learned. In some subjects, teachers regularly check that pupils remember key learning. In other subjects, the approach is not yet as rigorous. This means that teachers do not know for certain whether pupils have gaps in their learning in some subjects.

Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND). Pupils in the additional provision follow the same ambitious curriculum as pupils in the mainstream setting. Staff provide high-quality support and ensure that resources are suited to pupils' needs.

Leaders support pupils to be confident and to develop strength of character. Teachers make sure that pupils learn about different types of families and how people from different backgrounds live. Pupils know that it is important to show respect to everyone. There is some inconsistency in some pupils' knowledge of British values. Most understand the rule of law and respect. However, some pupils struggle to explain what living in a democracy means.

Leaders work very well with staff. They provide regular training. They consider staff's well-being and workload. Trustees are very well informed about the work of the school. They hold leaders to account, but also support them to bring about improvements in the school. Trustees fulfil their statutory responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of safeguarding at this school. Leaders and trustees regularly check the school's safeguarding procedures. Staff are very clear about their responsibilities for safeguarding pupils. Leaders make sure that staff have regular training. Staff are quick to report any concerns they may have. Record-keeping is comprehensive. Leaders take prompt actions to follow up on any concerns. Leaders make sure that vulnerable pupils, and their families, receive the help they need to stay safe.

Pupils learn about healthy relationships. They know that if they are worried, or concerned, that trusted adults in school are there to help. Pupils appreciate this.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a coherently planned and well-sequenced curriculum. On occasions, there are inconsistencies in what pupils can recall about their learning in some subjects. Pupils do not reliably remember what they have been taught in all subjects. Leaders should ensure that all pupils, including those with SEND, know more and remember more of the school's curriculum, including the curriculum for pupils' personal development.
- Leaders have not yet established consistent systems to identify gaps in pupils' learning in some subjects. Teachers do not check consistently how successfully pupils acquire knowledge and use it fluently. Leaders should ensure that checks between early years through to the end of key stage 2, in all areas, consistently assist teachers in determining clear next steps for pupils, without causing unnecessary burdens for staff and pupils.
- A small number of pupils do not currently read from books that match their phonics knowledge well enough. They do not develop as fluent, confident readers as quickly as they could. Leaders should ensure that the approach to the teaching of phonics enables all pupils to apply their knowledge accurately when reading unfamiliar words.

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.

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	138672
Local authority	North Northamptonshire
Inspection number	10211479
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	703
Appropriate authority	Board of trustees
Chair of trust	Richard Morrison
Principal	Samantha Eathorne
Website	www.beanfieldprimary.org
Date of previous inspection	12 and 13 July 2016, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the principal, the vice-principals, curriculum leaders, the leader with responsibility for provision for pupils with SEND and teaching and support staff.
- Inspectors met with representatives of the trust.
- The inspectors carried out deep dives in reading, mathematics, science, history and geography. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors also spoke to leaders about the curriculum in other subjects.
- The inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns. Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector	His Majesty's Inspector
Elizabeth Mace	Ofsted Inspector
Ben O'Connell	Ofsted Inspector
Stephen Long	Ofsted Inspector
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