

Inspection of The Beaulieu Park School

Armistice Avenue, Chelmsford CM1 6DT

Inspection dates: 18 and 19 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils greatly appreciate the exceptional education that they receive both in and outside the classroom. From Reception onwards, the 'ARRK' values of aspiration, respect, responsibility and kindness are reflected in pupils' daily experiences. Pupils are incredibly well looked after. They say there is no bullying. The view of one pupil that 'school is the best and I feel very safe here' is shared by many.

Pupils work extremely well in their lessons. Pupils of all ages love learning and are excited by their subjects. Standards of behaviour are very high. Pupils are taught to concentrate and participate in class. They show high levels of respect for each other and the adults. As one pupil observed, 'You don't really see anyone get told off as everyone behaves.' Adults expect all pupils to do well, and they do.

Pupils feel a sense of belonging as members of the school family. This extends beyond the classroom. During social time, pupils love playing together in a range of activities such as the disco, community corner or games zone. Pupils speak really enthusiastically about the opportunities for teamwork and developing their passions through the large range of after-school clubs that they attend.

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

Leaders have worked effectively to ensure pupils benefit from an ambitious curriculum that begins in Reception and continues throughout the school. Subject leaders know how to best sequence their curriculum to enable pupils to do very well in their subjects. Leaders make sure that teachers use the best possible methods to help pupils learn, including in early years. There are clear expectations about how teaching will support the delivery of the curriculum. These are consistently followed. Teachers are experts in their areas. They are skilled in the use of a wide range of strategies that ensure all pupils learn the planned curriculum. For example, in mathematics, teachers are aware of pupils' common misconceptions before they start a topic. They then pre-teach these misconceptions, so pupils can access the new learning effectively.

Teachers know how well pupils are doing in their subjects. They have clearly defined what the important learning is for the unit and individual lesson. They then plan activities that support pupils to remember this key information. Regular checks in class, through methods such as questioning, help teachers to see what pupils have understood. This ensures errors are not embedded.

Staff quickly identify pupils who have special educational needs and/or disabilities (SEND). Leaders work closely with pupils with SEND to ensure pupils are involved in the plans that are put in place to help them. Teachers follow these plans and are suitably trained to meet their pupils' needs very well. This means pupils with SEND are expertly supported to make progress through the curriculum.

Leaders have ensured that reading is a priority for all pupils. As soon as they enter Reception, children are taught phonics. Adults are skilled at delivering sessions that help pupils to learn to read. Leaders have a sharp awareness of how well pupils are doing. If pupils fall behind, extra support is immediately put in place. Leaders have ensured that pupils read high-quality books that interest and engage them. Pupils benefit from an excellent library which is very well used.

Leaders ensure that pupils display exceptional manners. From early years onwards, pupils are thoughtful and polite. For example, Reception children thank adults who help them. Pupils listen attentively to adults and their peers. Pupils learn to work very well both independently and in groups. Adults model the high standards that they expect from pupils, and pupils live up to these expectations. The school environment is extremely positive and well suited to support learning.

The rich extra-curricular offer is an important part of the school's ethos. The vast majority of pupils attend at least one after-school activity, such as performing arts, cheerleading and futsal. Pupils' passion for these activities is clear as they benefit immensely from the strong sense of community.

Leaders and governors have ensured that their clear and ambitious vision for an excellent community school has been realised. They manage staff's workload and well-being very well. Parents are hugely positive about the school, as expressed by one parent, 'We love everything about the school and feel incredibly fortunate that our child is able to attend.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders are robust in ensuring that systems are in place to keep pupils safe. Leaders have ensured that their work is checked by external experts. Staff training is thorough, and adults are confident in how to identify and report any concerns. Leaders utilise external agencies where appropriate to support pupils who may need additional help. Leaders make sure that adults who work with children have the appropriate checks.

Leaders have ensured that pupils learn how to stay safe, both online and in real life. Pupils place a high value on these lessons in safety.

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	145916
Local authority	Essex
Inspection number	10255002
Type of school	All-through
School category	Free school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,100
Appropriate authority	Board of trustees
Chair of trust	Roger Blundell
Principal	James Donaldson
Website	www.beaulieuparkschool.com
Date of previous inspection	Not previously inspected

Information about this school

- The school currently uses three registered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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.
- Inspectors carried out deep dives in early reading, mathematics, modern foreign languages, religious education, geography and science. 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.

- Inspectors also visited a range of other lessons and scrutinised books in English.
- The lead inspector met with staff responsible for the administration of the single central record of recruitment and vetting checks. The lead inspector met with the designated safeguarding lead to discuss the arrangements that are in place to safeguard pupils. The lead inspector scrutinised the school's safeguarding records and spoke to governors regarding safeguarding.
- Inspectors met with pupils to discuss their experience of school, including behaviour and bullying.
- An inspector met with leaders to discuss pupils' personal development and enrichment opportunities, as well as behaviour and attendance.
- The lead inspector met with the school's special educational needs coordinator.
- An inspector visited an alternative provision currently used by the school and spoke to staff at two other alternative provisions.
- Inspectors reviewed five pupil responses to Ofsted's online survey. Inspectors took account of 352 responses to Ofsted Parent View, including 345 free-text responses. Inspectors considered 65 staff responses to Ofsted's staff survey. They also considered direct comments from parents and one letter received by hand.

Inspection team

Bessie Owen, lead inspector	His Majesty's Inspector
Brenda Watson	Ofsted Inspector
Jason Carey	Ofsted Inspector
Marc White	His Majesty's Inspector

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