

# Inspection of a good school: Beormund Primary School

Crosby Row, Long Lane, London SE1 3PS

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Inspection dates:

22 and 23 February 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## **What is it like to attend this school?**

Pupils thrive at Beormund School. Most have had a turbulent time in their previous schools and join the school feeling that education has little to offer. Staff work hard to change this view. They support pupils very well to help them manage their feelings and emotions. Consequently, pupils generally behave well.

Pupils like coming to this school and feel safe. They say it is not like the other schools that they have been to. Pupils like the smaller class sizes. They say that bullying hardly ever happens, and when it does, staff deal with it straight away.

Leaders make decisions based on what they believe is best for pupils. They have high expectations for all pupils. This is at the centre of the school's ethos. Extra support is always on hand for pupils who have high levels of need. Most families are happy with their child's progress.

Leaders make sure that pupils have a wide range of additional opportunities, including swimming, gardening and dance. Pupils also enjoy music and sporting activities, such as cross country running. They are encouraged to take part in school council elections. Leaders understand the importance of listening to pupils' views.

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

As this is a small school, staff know each pupil very well. They are able to quickly identify the support needed to help pupils be ready for learning. Pupils enjoy positive working relationships with staff. In the mornings, pupils are enthusiastically greeted by a range of adults. This helps to secure a calm and focused start to each day.

English and mathematics are prioritised because most pupils have fallen behind where they should be by the time they start at the school. In these subjects, leaders have

developed a well-sequenced curriculum. However, other subjects are either not taught, or not taught as thoroughly as they need to be. This means that pupils are not prepared well for secondary school.

Leaders give reading a high priority. They know that the more pupils read, the more they are able to learn for themselves. Leaders ensure that staff have the resources and training to teach phonics effectively. Consequently, most pupils become confident readers who read with fluency and accuracy.

The personal and emotional development of pupils is a strength of the school. These aspects are taught through a range of subjects, including citizenship and personal, social, health and economic (PSHE) education. Leaders make sure that pupils have regular opportunities to find out about life in modern Britain. The curriculum is complemented well by a variety of specialist therapies, including peer massage and arts-based therapies aimed at supporting communication and expression. These provide opportunities for pupils to develop healthy lifestyles and to maintain positive mental health. Over time, pupils' anxiety levels diminish and their self-esteem increases.

Around school, most pupils behave well. This includes at the start and at the end of the day. Pupils that need help to manage their behaviour are supported effectively by staff. Staff are very alert to situations that may result in inappropriate behaviour. Physical intervention is used as a last resort. Leaders review all behaviour incidents. These reviews are used to inform pupils' support plans. This ensures that learning time is rarely lost. Over time, pupils' behaviour improves.

Pupils' regular attendance has a high profile. Staff work very hard to make sure that pupils attend school regularly. Attendance improves from often extremely low starting points.

Staff feel that leaders care about their well-being and workload. Staff are offered regular clinical supervision to support their mental health and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know and understand pupils' vulnerabilities in detail. This enables them to quickly spot any signs that pupils may be suffering harm. Leaders respond rapidly to find support and help pupils keep safe.

Leaders work with a range of external agencies to ensure that families get the help they need. Parents and carers are positive about this support.

Pupils are taught how to keep themselves safe, as well as to identify and manage risks. These include e-safety, the risks of radicalisation, the dangers of drugs and gang affiliation, and unhealthy relationships.

Carefully planned safeguarding training for all governors and staff happens regularly and accurate records of this are kept.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some of the developments in the curriculum are recent and many aspects of the national curriculum are not covered. This means that pupils do not learn what they will need to know by the time they leave Beormund School. Leaders need to review the balance of subjects offered so that pupils develop the knowledge, skills and understanding they will need for the next stage of their education.

## **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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

## **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

<b>Unique reference number</b>	100879
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10255527
<b>Type of school</b>	Special
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	37
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Guest
<b>Headteacher</b>	Lisa Noel
<b>Website</b>	<a href="http://www.beormundschool.co.uk">www.beormundschool.co.uk</a>
<b>Date of previous inspection</b>	14 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The school caters for pupils with social, emotional and mental health needs.
- The school uses no alternative provision.
- All pupils have an education, health and care plan.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in early reading, mathematics and PSHE education. Inspectors visited lessons, reviewed pupils' work, met with pupils to discuss their learning and met with teachers. Other subjects were also considered as part of this inspection.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of pre-employment checks on staff.

- Inspectors met with groups of pupils and they observed pupils' behaviour in lessons and at break and lunchtimes.
- Inspectors spoke with a range of staff about safeguarding, behaviour and their workload. Inspectors also looked at the responses from staff and parents to Ofsted's surveys, including Ofsted Parent View.

### **Inspection team**

Francis Gonzalez, lead inspector

Ofsted Inspector

Lorraine Slee

Ofsted Inspector

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