

Inspection of a good school: Beaconsfield Primary and Nursery School

Beaconsfield Road, Southall, Middlesex UB1 1DR

Inspection dates: 25 and 26 April 2023

Outcome

Beaconsfield Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils enjoy school, and they work hard. Leaders and teachers know the pupils very well. This means that pupils' different needs can be met. Pupils value the regular mentoring sessions they have with their teachers. These help pupils understand how well they are doing and what they need to do to improve.

Pupils behave very well in lessons and around the school. They know that unkind language is not tolerated, and they treat each other with respect. Pupils are taught how to stay safe. They learn about relationships and growing up in an age-appropriate way. The school's mission to promote mutual respect, safety, fun and friendship starts in Nursery and builds throughout the school.

Leaders have thought carefully about the curriculum. Pupils study a broad range of subjects. Leaders make sure that all pupils, including those with special educational needs and/or disabilities (SEND), access the same rich curriculum. Pupils with more complex needs are very well supported. Children in the early years are prepared well for the transition to Year 1 and beyond. Very positive relationships between adults and children across the school help to make this a happy place to learn and to work in.

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

Leaders have established a broad and balanced curriculum. They have thought carefully about how subject content is put together so that pupils learn important knowledge over time. For example, in mathematics, regular refresher tasks draw upon earlier work and help embed pupils' understanding. This rich curriculum starts in the early years where leaders have made sure that children learn and play in a stimulating and structured environment. Children in the Nursery are quickly supported to work with numbers and shapes so that they are ready for more complex work as they get older.

Leaders want the curriculum to enrich pupils' lives. For example, in French, leaders have put in place an ambitious curriculum that helps pupils to speak, listen, read and write in

another language. This is then supplemented with visits to France and Belgium. Across the curriculum, teachers regularly check whether pupils have understood subject content. Regular one-to-one meetings between teachers and pupils help pupils to understand how well they are doing. However, sometimes teachers are not accurate in delivering subject content. This lack of precision means that gaps develop in pupils' knowledge.

Pupils with SEND are very well supported. Leaders are knowledgeable and experienced. They are committed to ensuring that these pupils access the same broad curriculum as their classmates. Staff are provided with clear information about any additional needs. Teachers make sure that they adapt resources or lesson activities to help pupils access subject content. Pupils with more complex needs benefit from expert support. In Reception and Nursery, staff are vigilant in identifying where children need any extra help. This means that they can help these children develop the skills to be ready for Year 1 and beyond.

Leaders make reading a high priority. In Nursery, this starts with children listening to stories and recognising sounds. In Reception and Year 1, pupils build on this through daily phonics lessons. They read books matched to the sounds they know. Teachers quickly identify those who need more support. These pupils receive extra help, delivered by trained adults. Leaders have thought carefully about the range of books that they want pupils to read as they get older in the school.

Leaders have high expectations of pupils' behaviour. A strong ethos of respect for others is evident across the whole school. Lessons are routinely calm and purposeful. Regular mentoring meetings help pupils to take responsibility for their own behaviour. Pupils are polite and they listen to each other and their teachers. Leaders know their school community well and work closely with families.

Pupils learn about life in modern Britain, healthy lifestyles, relationships and growing up through a carefully considered wider curriculum. Many pupils take on extra responsibilities in the school. This includes playground buddies, 'eco-warriors' and Junior Travel Ambassadors. Pupils enjoy the opportunities they get to learn beyond the classroom, including trips to central London. The residential trip to an outdoor activity centre is a highlight for many pupils.

Governors know the school very well. They share leaders' vision for an inclusive and ambitious learning environment. Teachers benefit from the commitment of governors and leaders to prioritise their training and development. Some staff study nationally accredited qualifications, as well as regular ongoing training. Staff are proud to work in the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a very strong culture of safeguarding. An experienced and highly trained team is well placed to respond to any concerns. Leaders are aware of the local safeguarding risks, and they make sure that they respond to these through the

curriculum, staff training and targeted work with families. Case studies show that leaders are tenacious in securing the best outcomes for vulnerable pupils.

Pupils know they can talk to staff if they have any concerns. They have been taught how to stay safe online and in the community, for example how to travel safely on public transport.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, teachers lack precision when delivering important subject content. This sometimes leads to pupils learning inaccurate information and having gaps in their knowledge. Leaders should make sure that the curriculum is delivered more precisely so that pupils do not develop misconceptions and the curriculum is delivered as intended.

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 December 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 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	101878
Local authority	Ealing
Inspection number	10240716
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair of governing body	Raghibir Khakha
Headteacher	David Woods
Website	www.beaconsfieldprimary.org.uk
Date of previous inspection	27 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for 28 pupils with SEND.
- The school does not use any alternative education providers.

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 leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and French. For each deep dive, he discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. The inspector also visited a range of lessons in other subjects, and he looked at pupils' work and curriculum information.
- The inspector held meetings with the headteacher, members of the leadership team and members of staff, as well as a range of pupils. The inspector met with leaders responsible for SEND, early years provision, behaviour and attendance, and pupils' wider development.
- The inspector looked at the school's policies and procedures for safeguarding and

supporting pupils' welfare and well-being. This included looking at case studies and reviewing the school's single central record of pre-employment checks.

- The inspector spoke with parents and carers and considered the survey responses from parents and staff.
- The inspector also met with governors, including the chair of the governing body.

Inspection team

Bob Hamlyn, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023