

# Inspection of Beaumont Lodge Primary School

Astill Lodge Road, Beaumont Leys, Leicester, Leicestershire LE4 1DT

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Inspection dates: 3 and 4 October 2023

**Overall effectiveness** **Good**

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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?**

Pupils are happy attending Beaumont Lodge Primary School. They start the day ready to learn and enjoy their lessons. Parents appreciate the school's warm and welcoming atmosphere. Pupils feel safe. They learn about online safety and how to lead healthy lifestyles.

Leaders have high expectations of all. Relationships between pupils and adults are very positive. Pupils are polite and respectful. They behave well in lessons and around school. They know that staff quickly sort out any problems and that bullying is not tolerated. Pupils feel that poor behaviour is rare and know that a member of staff is always available to listen to any worries they may have.

Many pupils attend clubs in school and benefit from activities that develop their interests. Pupils enjoy the football club and the range of sporting activities available at lunchtime. There are plenty of opportunities for pupils to get involved with the community around them. For instance, pupils learn about being active citizens by visiting a local care home. They have taken part in a campaign to save the school grounds. Pupils debate and consider different viewpoints. The school makes sure that pupils learn about jobs that they might want to do in the future.

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

There is a shared ambition for all pupils, including those with special educational needs and/or disabilities (SEND), to learn as much as possible. Everyone has worked hard to improve the curriculum. Staff's subject knowledge has grown. Most curriculum plans identify what pupils need to know and when. Usually, this is sequenced thoughtfully. For example, pupils learn about Anglo-Saxon society and culture before they learn about Viking raids in history. Teachers deliver the curriculum well in most subjects. Occasionally, expectations of what pupils will learn are lower. As a result, pupils make slower progress in these subjects.

Pupils revisit what they have learned through regular memory tasks. This helps pupils know more and remember more. Teachers check to find out what pupils know. In reading and mathematics, for example, teachers identify pupils who have gaps in their learning. These pupils receive extra support. In a few subjects, leaders have not yet developed a consistent approach to assessment. As a result, teachers cannot be certain pupils' knowledge is secure before moving on to new learning.

Reading is a school-wide priority. Children begin learning to read as soon as they start in Reception. All staff are well trained and teach daily phonics sessions effectively. Teachers make sure that books match the letters and sounds that pupils know. Pupils practise reading regularly to become more fluent. Leaders identify pupils who may be falling behind in their reading. These pupils receive extra support to catch up. Many pupils appreciate the new library and like visiting it. Teachers inspire them when they read to pupils every day.

Pupils with SEND access the full curriculum. Their needs are identified and assessed well. Staff deliver carefully planned support in lessons. Teachers adapt their teaching to meet the needs of pupils with SEND. Work in books shows that pupils with SEND are learning the curriculum.

Children in early years learn the well-sequenced curriculum. They are ready for their next phase of learning in Year 1. Teachers know precisely what children need to learn next. There is a sharp focus on developing children's communication and language skills. Children enjoy learning through well-planned activities. They play happily together and demonstrate well-developed social skills.

The school works closely with families to promote pupils' attendance. Expectations are clear, and support is given to reduce pupil absence. As a result, many families now ensure that their children attend school more regularly.

Pupils' personal development is enhanced in many ways. They enjoy fundraising for charities. Pupils learn about the importance of good mental health. Current topics in the media prompt discussions. Pupils visit places of worship and learn about difference and diversity. While pupils enjoy these experiences, they do not always remember key knowledge. For example, they do not talk confidently about British values.

Senior leaders have a good understanding of what is working well in the school and what needs to improve. Governors are well informed about the work of the school. They hold leaders to account. Staff, including those new to teaching, say leaders consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, leaders have not identified the key knowledge that pupils need to learn and the order in which they need to learn it. This means that pupils do not consistently build this knowledge in every subject. The school should continue to develop the curriculum in all subjects so that it is clear what pupils should know and remember at each stage of their education.
- Pupils do not have a secure understanding of British values, including tolerance and democracy. As a result, they are not fully prepared for life in modern Britain. The school should make sure that all pupils gain deep knowledge of British values and their distinctive place in society.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	120087
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10298406
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Burgess
<b>Headteacher</b>	Dawn Solla
<b>Website</b>	<a href="http://www.beaumontlodgeprimary.co.uk">www.beaumontlodgeprimary.co.uk</a>
<b>Date of previous inspection</b>	12 April 2018, under section 8 of the Education Act 2005

## Information about this school

- The school runs a breakfast club and an after-school club for pupils.
- The school does not make use of any alternative provision.

## Information about this inspection

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 the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the special educational needs and disabilities coordinator, curriculum leaders and the early years leader.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, art and history. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. The lead inspector also listened to pupils reading to an adult.

- Behaviour logs and safeguarding records were scrutinised. This included the school's single central record. The lead inspector also conducted a meeting with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- Inspectors took account of the responses to the Ofsted online surveys for staff and parents. An inspector spoke to parents during the inspection.
- The lead inspector met with the chair and representatives from the governing body.
- The lead inspector spoke with the school's local authority school improvement adviser on the telephone.

### **Inspection team**

Stephen Long, lead inspector

Ofsted Inspector

Donna Moulds

Ofsted Inspector

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