

# Inspection of a good school: Beaumont Primary School

Wendover Drive, Ladybridge, Beaumont Primary School, Wendover Drive, Bolton, Lancashire BL3 4RX

---

Inspection dates:

4 and 5 October 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 be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

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

Pupils flourish at this school. They arrive smiling each morning, eager to start the day. The positive relationships that they build with staff shine through their interactions. Pupils said that the school puts them at the heart of everything that it does. They are listened to and well cared for.

Pupils are curious. They enjoy learning. They behave well so that everyone can achieve their best. To celebrate this, the school bell rings three times if every pupil is on 'green' for their positive conduct. Pupils cheer when they hear these bells because they are proud of themselves and of each other. They said that this happens almost every day.

Pupils strive to help others. The school provides them with many opportunities to take on extra responsibilities. For example, older pupils support their younger peers as play leaders and well-being monitors. They make sure that all pupils are included in activities at breaktime. These roles help to create a caring community.

The school provides all pupils, including those with special educational needs and/or disabilities (SEND) and children in the early years, with an education of the highest quality. Pupils achieve highly.

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

The school is fiercely ambitious for all pupils. Curriculums are carefully designed to ensure that pupils' learning builds logically from the Reception Year to Year 6.

Staff understand precisely what pupils need to know. They design learning activities which emphasise this knowledge. Staff are alert to any misconceptions that pupils might develop

and act swiftly to address these if they arise. Meticulous thought has been given to when and how pupils should revisit their learning. This helps them to remember the important knowledge that they have learned over time. Pupils, including those with SEND, build a rich body of knowledge. They delight in sharing what they have learned. For example, Year 3 pupils spoke at length about how different types of rocks are formed. They described in detail an experiment that they had done, which helped them to understand this.

The school has robust processes in place to identify any additional needs that pupils may have. Staff are skilled in supporting these pupils to access the curriculum alongside their peers. Pupils with SEND achieve well.

The school has placed reading at the centre of its curriculum. Pupils spoke with enthusiasm about their love of reading and about how important it is to their future success. They greatly value the school library, describing it as like entering a different dimension. Pupil librarians help to ensure that the library is well looked after. The school involves parents and carers in their approach to reading. For example, they host 'book and biscuit' sessions where parents are invited into school to read with their children.

Children in the early years enjoy lots of stories and songs. They begin learning phonics from the start of the Reception Year. Staff are well trained to deliver the phonics programme. They provide workshops which help parents to feel confident when supporting their children's reading at home. Staff quickly identify any pupils who fall behind and ensure that they get help to catch up. This means that pupils learn to read confidently and fluently in readiness for key stage 2.

The atmosphere in school is calm and purposeful. Pupils behave with consideration for others. They are highly attentive in lessons and respond well to staff. Pupils are polite and welcoming. They are keen to ensure that visitors feel as positively about their school as they do.

The school provides a wealth of opportunities to enhance pupils' personal development. This helps to prepare them well for life in modern Britain. Pupils know that their opinions matter and that they can play an active role in improving the school. For example, the school parliament has recently been involved in making changes to school dinners and the provision of some new extra-curricular clubs.

Staff feel valued in their roles. They appreciate the many ways that they are consulted about new initiatives. The school has taken positive steps to reduce staff's workload, such as by reducing their extra-curricular responsibilities.

Governors focus sharply on helping the school to continue to refine the quality of education that pupils receive. Staff, parents, pupils and governors were all included in creating the school's ambitious vision of a community where everyone works together. Everybody involved feels incredibly proud and lucky to be part of the school.

## Safeguarding

The arrangements for safeguarding are effective.

## 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 September 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](#)' 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>	105173
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10291385
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 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>	Susan Leach
<b>Headteacher</b>	Stacey Postle
<b>Website</b>	<a href="http://www.beaumontprimaryschool.co.uk">www.beaumontprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	9 May 2018, under section 8 of the Education Act 2005

## Information about this school

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

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 spoke with the headteacher, the other leaders and the staff.
- The inspector met with representatives of the governing body, including the chair of governors.
- The inspector spoke with a representative of the local authority and met with a consultant who works with the school.

- The inspector carried out deep dives in these subjects: early reading, geography and science. She met with subject leaders, visited lessons, reviewed some samples of pupils' work and spoke with staff and pupils. The inspector also spoke to leaders about the curriculum in other subjects.
- The inspector observed some pupils reading to a familiar member of staff. She spoke with some pupils about their reading.
- The inspector met with pupils to ask about their experience of school. She also considered the responses to Ofsted's pupil survey.
- The inspector met with groups of staff. She also considered the responses to Ofsted's survey for staff.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. She also spoke to some parents at the start of the school day.
- The inspector observed pupils' behaviour during lessons and at breaktimes.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a wide range of evidence, including the school's self-evaluation documents and records relating to behaviour and attendance.

### **Inspection team**

Sally Rix, 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023