

Inspection of Beormund Primary School

Crosby Row, Long Lane, London SE1 3PS

Inspection dates: 18 and 19 June 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Beormund Primary School gives pupils the confidence and skills to overcome the challenges that they face every day. To say that pupils get an excellent education is an understatement. Their achievements in the subjects that they are taught are particularly strong, especially given that they have often previously found attending school a challenging experience. However, it is the way that the school helps pupils to be successful in the round that makes the difference.

The school sees pupils' academic and personal learning as two sides of the same coin. One leads to the other. Pupils learn well because they are taught how to manage their emotions. They behave well because they are motivated by an aspirational and broad curriculum. This prepares pupils most effectively for secondary school.

Pupils enjoy school and feel that it is helping them to manage their emotions and learn with confidence. They talked perceptively about how they can now control their behaviour and know what to do when things get difficult for them. Pupils appreciate that staff will always treat them fairly and that they can turn to an adult if they have a problem. They trust staff to sort out any instances of bullying, although they said these are rare. This is one of the reasons why they feel safe and have such positive attitudes about school.

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

One of the features that makes this school exceptional is the way every little detail of the school's work builds seamlessly, one upon another, to facilitate success in pupils' learning and wider development. This is what ensures that all pupils have the knowledge and skills that they need to succeed in the future.

One of the reasons for this is that everything works in a deliberate and purposeful way. The 'shillings' scheme, for example, works on many different levels. It provides opportunities for pupils to self-regulate, for staff to check learning and for the school to test out the impact of its work. It contributes to pupils' motivation and their regular attendance. The scheme is both unique and exceptional.

All adults uphold and reinforce the school's high expectations and aspirations. They do so consistently so that pupils get the same messages, regardless of who is working with them. Staff are highly skilled in pre-empting pupils' anxieties and helping them refocus. As a result, disruption to lessons is minimal and pupils increasingly understand the consequences of their actions.

The seamless integration of the social and emotional aspects of the curriculum with the academic is one of the keys to Beormund's success. A great deal of work goes into understanding and meeting pupils' emotional needs. Staff training is strong. They know their pupils inside out and this helps to target support to where it is needed most. The school works closely with the local authority and other external

agencies. It uses their advice to help maintain the school's calm atmosphere as well as support pupils' personal, social and emotional development most effectively.

The school has worked successfully to develop its curriculum, especially for subjects like history, geography, art and design and technology. The range of subjects is broad. The curriculum for each subject is organised as a sequence of small steps designed to give pupils the fundamental knowledge and skills that build their learning bit by bit. For example, in history, important ideas such as democracy and empire are threaded through the different topics that pupils study. The wide range of relevant visits and outings to places of interest, including residential visits, broaden pupils' experience of the wider world. Together, these features help to deepen pupils' knowledge and understanding as they move through the school.

Reading is another key focus that is helping pupils to achieve their potential. The phonics scheme is having a positive impact on pupils' reading skills. Those who have missed school and need to catch up are skilfully supported to develop and use their phonics knowledge to read unfamiliar words successfully. Teachers refer to the phonics scheme in other subjects, reinforcing and embedding learning. Together with the push to develop pupils' reading for pleasure, the school's work is helping to ensure that pupils read with increasing fluency and understanding.

Two additional features define Beormund's excellence. Parents and carers are involved closely with their children's education and praise the school highly for the way it keeps them informed. The high level of trust they place in the school is well founded. They value how their children are kept safe. Also, staff well-being and welfare are high on the school's agenda and supported by the effective governing body. Staff were positive about the school's mutually supportive culture.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	100879
Local authority	Southwark
Inspection number	10323263
Type of school	Special
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	41
Appropriate authority	The governing body
Chair of governing body	John Guest
Headteacher	Lisa Noel
Website	www.beormundschool.co.uk
Dates of previous inspection	22 and 23 February 2023, 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

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and personal, social and health education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and, where possible, spoke to pupils about their

learning and looked at samples of their work.

- Inspectors also looked at the curriculum in other subject areas.
- Meetings were held with the headteacher, senior leaders, staff and pupils.
- Inspectors also met with the chair of the governing body and other governors and spoke to a representative of the local authority.
- Inspectors considered responses to the Ofsted Parent View survey, including parents' written comments. They also considered the responses to Ofsted's pupil survey and staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors 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 pupils' interests first.

Inspection team

Brian Oppenheim, lead inspector

His Majesty's Inspector

Tom Canning

Ofsted Inspector

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