

Inspection of a school judged good for overall effectiveness before September 2024: Beaumont Primary Academy

Dryclough Road, Crosland Moor, Huddersfield HD4 5JA

Inspection dates:

3 and 4 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The principal of this school is Debbie Kelly. This school is part of the South Pennine Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Alison Black, and overseen by a board of trustees, chaired by Lisa Fathers.

What is it like to attend this school?

Pupils and staff are immensely proud to belong to the community of Beaumont Primary Academy. Staff know each pupil very well and take good care of them. Pupils always have an adult to talk to about any worries they may have. As a result, pupils feel happy and safe at school.

Pupils learn about their rights and responsibilities. They know that each of them has 'the right to be safe, the right to learn and the right to play'. This helps them to behave well and consider others. Most pupils' behaviour is exemplary. There is very little bullying. Rightly, pupils have every confidence that staff will sort out any problems.

The school has the highest expectations for every aspect of pupils' development. Arrangements for the curriculum, behaviour and pupils' personal development are remarkable. As a result, pupils thrive and achieve well.

A range of activities during breaktimes and after school help to develop pupils' talents and interests. These include chess, choir, cooking, sewing, art, moviemakers, sports, drama and gardening. Pupils are proud of their leadership roles. For example, play leaders help

to organise games during lunchtimes. Beaumont buddies befriend other pupils, and forest rangers look after the outdoor environment.

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

The school has continued to develop and improve the curriculum as it has grown. The knowledge pupils learn is organised into clearly defined steps. This helps pupils to build firm foundations for future learning. Teachers have strong subject knowledge and present information clearly. They provide purposeful activities to help pupils remember more. As a result, pupils' achievement across the curriculum is exceptional. They are well prepared for the next stage of their education. This includes those who are disadvantaged.

Early years staff provide a curriculum that is language rich. This helps children to develop their communication and language skills. In the Reception Year, children quickly learn the sounds that letters make. They use these to read and write simple words. Pupils at the early stages of reading read well because books match the sounds they know. This helps them to develop fluency and confidence. Where needed, pupils receive extra reading support to keep up.

Teachers read to pupils every day. Reading areas, furnished with rugs, cushions and high-quality texts, are well used by pupils. The reading ambassadors take pride in keeping the indoor and outdoor reading areas neat and tidy. Visits from authors, and events such as World Book Day, help to further raise the profile of reading.

The school makes sure that pupils learn the basics of English and mathematics. Pupils' writing shows the benefit of these secure foundations. Pupils practise the number facts needed to develop fluency every day. They use this knowledge of the number system to solve demanding mathematical problems.

The provision for pupils with special educational needs and/or disabilities is of a high standard. The school quickly identifies pupils who need extra support. Precisely planned interventions help them to be successful. The specially resourced provision for pupils with special educational needs and/or disabilities (specially resourced provision) provides excellent support for pupils with complex needs. Pupils with a range of needs achieve well from their starting points.

The school serves a diverse community. Pupils look after each other and value the things that make them different. Pupils learn about the protected characteristics and fundamental British values. They link these to their own experience. They compare the rule of law in society to school rules. As one pupil explained, 'It makes school a nice place to be.' Pupils learn to value and care for their local area. They visit the park and get to know the park keeper and gardeners. Pupils develop resilience and self-awareness through a range of topics and activities. Each year group takes part in a 'big walk' that every year becomes more challenging. Pupils learn to play the djembe drums and the recorder. Pupils who attend the dance club look forward to performing at a local theatre.

Leaders' strong vision and values ensure that pupils are at the centre of decision-making. Their determination to provide the best for every pupil is shared by staff. School and trust leaders place high importance on staff training and well-being. Staff feel valued. There is a strong sense of collegiality. Staff appreciate the support they receive from leaders and from colleagues.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

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	142774
Local authority	Kirklees
Inspection number	10346581
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	685
Appropriate authority	Board of trustees
Chair of trust	Lisa Fathers
CEO of the trust	Alison Black
Principal	Debbie Kelly
Website	www.beaumontprimary.org.uk
Dates of previous inspection	1 and 2 May 2019, under section 5 of the Education Act 2005

Information about this school

- Beaumont Primary Academy is a larger-than-average primary school.
- The school is part of South Pennine Academies, a multi-academy trust.
- The school runs a nursery with places for two- to four-year-olds and a specially resourced provision with places for six primary-aged pupils with social, emotional and mental health needs.
- The school had classes up to and including Year 2 at the time of the previous inspection. Since then, it has grown to capacity and now has classes for the whole primary age range.
- The school runs a breakfast club.
- The school does not make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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.
- The inspectors held meetings with the principal and other senior leaders. In addition, they met with members of the local accountability board and representatives of the trust.
- The inspectors visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors considered how the school prepares pupils for life in modern Britain.
- The inspectors observed pupils' behaviour in lessons and around school.
- 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 puts pupils' interests first.
- The responses to Ofsted's online survey for parents and carers, Ofsted Parent View, were reviewed. This included parents' free-text responses. The responses to Ofsted's online pupil and staff questionnaires were also considered.

Inspection team

Janet Keefe, lead inspector

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Vicky Oddy

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