

# Beaumont Primary School

## Inspection report

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<b>Unique Reference Number</b>	101756
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	307795
<b>Inspection dates</b>	22–23 November 2007
<b>Reporting inspector</b>	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Wragg
<b>Headteacher</b>	Mrs Linda Harvey
<b>Date of previous school inspection</b>	2 December 2002
<b>School address</b>	Old Lodge Lane Purley Surrey CR8 4DN
<b>Telephone number</b>	020 8660 7707
<b>Fax number</b>	020 8763 2819

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Beaumont Primary is a smaller than average school. The percentage of pupils from minority ethnic groups is above the national average and the proportion who speak English as an additional language is well above the national figure. The percentage of pupils with learning difficulties or disabilities is also above average. The number of pupils who join or leave other than at the normal times is high. The school has achieved the Healthy School Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Beaumont Primary is a good school. There are many strengths, including the good personal development of the pupils, which is reflected in their good behaviour, positive attitudes and enjoyment of school life. One pupil said, 'Loads of things are good about Beaumont.' Pupils are well cared for and the support and guidance provided by the school are good, resulting in pupils being polite, caring and helpful to each other. Another pupil commented, 'I like the friends and the food'.

The school has taken effective steps to raise pupils' achievement, which has improved and is now good. Standards vary year-on-year because of the small number of pupils in each cohort, differences in the attainment on entry between year groups and the number of pupils joining and leaving the school partway through their education. Standards are broadly average and pupils are now making good progress overall. Good systems are now established for tracking pupils' progress throughout the school and regularly checking up on how well they are doing. Data is generally used well to plan the next steps in pupils' learning. Key features of the school's work to raise achievement and meet challenging targets include small group work, well chosen initiatives tailored to meet pupils' specific learning needs and individualised pupil targets. Teaching assistants make a very good contribution to this work in supporting all pupils to make good progress. Effective teamwork ensures that work is well planned for those who need extra help, which ensures they achieve well. Nevertheless, in a few lessons tasks are less well chosen to fully challenge all pupils.

The curriculum is good and has improved since the last inspection. This is because staff have worked effectively as a team over recent years to design a new curriculum that is more relevant to the pupils' needs. The mixed-age classes are well supported through the structure of the curriculum planning, which has been well thought out over a two-year cycle to ensure work is not repeated and skills are built upon systematically. The use of computers to support pupils in developing their literacy and numeracy skills is good. Similar opportunities for pupils to develop these skills across a range of other subjects are more limited. Pupils in all year groups enjoy swimming lessons and the provision for sporting activities is good, encouraging positive attitudes to keeping fit and healthy. Although the school works hard to ensure all absences are accounted for, attendance is only satisfactory.

Morale is high and previous problems of high staff turnover are in the past. The good senior management team is committed to raising achievement. The restructuring of leadership and management, with clear roles and responsibilities, has had a positive impact on bringing about improvements, demonstrating the school's good capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter Reception with skills and understanding generally below that expected at this age, although this varies from year to year. Good induction procedures, including home visits, ensure they settle quickly into the happy, structured and stimulating environment. They soon get used to routines, behave well and enjoy their learning. Staff continually assess how well children are achieving and use this information to plan further challenges. Children make good progress. As a result, by the start of Year 1, most children are working within the learning goals expected of them. The recent addition of a large canopy to the outdoor play area enables

children to enjoy open-air activities in all weathers. For example, children develop their number skills working independently and in small groups on a wide variety of stimulating outside counting activities. Parents are encouraged to become actively involved in their children's learning through regular contact and newsletters.

### **What the school should do to improve further**

- Ensure that the work set is pitched consistently at the right level for pupils in all lessons so that they all make the best progress possible.
- Increase opportunities for pupils to develop and apply their literacy and numeracy skills in other subjects.

## **Achievement and standards**

### **Grade: 2**

Standards at the end of Year 6 have fluctuated since 2003 because of differences in pupils' levels of skills on entry, but they rose significantly in 2007 and are now broadly average overall. The school has acted successfully to address underachievement in both key stages. Pupils' progress is being monitored more closely and regularly, for example, and there is additional support for those falling behind. Pupils' current work, as well as the school's own data, show that there has been a significant improvement in the rates of progress in reading, writing and mathematics. As a result of the action taken more pupils are working at or above the expected levels for their age and from their below average attainment on entry achievement is now good.

Pupils with learning difficulties and disabilities make good progress because the school identifies their needs promptly and they receive good support. Close links with the neighbouring special school ensure pupils who attend both schools on a part-time basis are included well and given good support. Pupils who are at an early stage of learning English as an additional language are well supported and make similar good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. As a result they are thoughtful, caring and get on well with each other which makes for a racially inclusive and harmonious school. They are keen to take up opportunities to contribute to the community, for example as team captains, librarians and helping younger pupils in the playground. They feel safe in the school and are confident that adults will listen sympathetically to any concerns. The school council is active and its views are valued. Pupils are particularly proud of the good variety of popular extra-curricular sports clubs set up as a result of their suggestions. They enjoy the healthy food on offer. Good progress in basic skills, including computing, and well-developed social skills, prepare them well for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. As a result, pupils make good progress. Teaching assistants are managed skilfully to support the needs of all pupils including those with learning difficulties or disabilities. Checks on how well all pupils are progressing are made frequently and this information is generally used well to plan the next steps in their learning. However, in some

lessons the level of challenge is not high enough for all pupils and the pace of learning slows. Teachers have good subject knowledge and explanations for pupils are clear. Behaviour is managed very well and throughout the school strong relationships amongst pupils and staff contribute to pupils' confidence and progress.

## **Curriculum and other activities**

### **Grade: 2**

Topic themes are well planned. Strong links between computing and literacy and numeracy help pupils to achieve well, although opportunities to make creative and practical use of these skills in a range of other subjects are less well developed. Regular communication with parents and carers includes guidance on how they can support their children's learning at home. Inventive use of time and staffing enables weekly opportunities for mixed-age classes to divide into year groups, contributing further to pupils' progress. Personal development is well supported through circle time and personal, social, health and citizenship education, resulting in much of the good behaviour and attitudes evident throughout the school. Recent developments include Spanish for pupils in Year 4 and recorder lessons for pupils in Years 3, 4 and 5.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is good. All adults are committed to helping pupils to achieve and enjoy. Child protection arrangements are secure and reviewed regularly. Parents are confident that their children are safe and well looked after. Academic guidance is good. Good systems enable the school to track the progress pupils are making and plan the next steps in their learning. Parents and carers are kept well informed through pupil progress meetings held each term to discuss how well their children are doing, set targets and make clear what pupils need to do to move up to the next level in their learning. Marking, though good, does not consistently make clear to pupils what they need to do to meet their targets. Links with outside agencies are used well to support vulnerable pupils and those with learning difficulties and disabilities.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher is well supported by an equally committed team of staff and governors who share her vision and high expectations. With a shared sense of purpose, the school has made changes which are bringing about improvements. Efforts have successfully focused on raising achievement and improving the curriculum, as well as on providing high levels of care and support for individuals. Governors are helpful and challenging, carrying out their duties well. The school has an accurate view of what it does well and where further improvements are required. However, although the school is aware that more can be done to encourage good attendance and punctuality as this is affecting the progress of some pupils in the school, the school's actions have not yet had an impact on reducing the absence rate.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

3 December 2007

Dear Pupils

Inspection of Beaumont Primary School, Purley, Surrey, CR8 4DN

Thank you for your help in my recent inspection of your school. I enjoyed meeting you and talking about the things you do at school. You were very friendly and welcoming. I also especially enjoyed hearing you sing 'Wake up! Wake up!' with so much enthusiasm in assembly. What a great way to start the school day. This letter is to tell you some of the things I found out during my visit.

- You behave well and enjoy coming to school and like all the sports clubs which are organised for you.
- You get on well with each other and with adults.
- Children get a good start in Reception.
- Mrs Harvey and other leaders and managers run the school well. They carefully record how well you are doing as you move through the school.
- All the staff are working well together as a team to meet your needs and help you to do well. They work hard to make sure everyone is well looked after and to keep you safe and secure.
- Those of you who find learning hard have lots of extra help and do well.

We have asked the school to make sure the work you are set is challenging enough for all of you in every lesson as it is in the best lessons. We have also asked the school to find ways for you to improve your literacy and numeracy through the work you do in lots of different subjects. You can help by continuing to listen carefully and working hard.

Thank you again for your help.

Best wishes

Madeleine Gerard

Lead inspector