

Beormund Primary School

Inspection report

Unique Reference Number	100879
Local Authority	Southwark
Inspection number	335611
Inspection dates	1–2 February 2010
Reporting inspector	Kay Charlton

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

Type of school	Special
School category	Community special
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair	Martin Brecknell
Headteacher	Andrew Henderson
Date of previous school inspection	9 January 2007
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Introduction

This inspection was carried out by one additional inspector. Over 75% of time was spent looking at learning; ten lessons were observed and all six teachers were seen. Meetings were held with groups of pupils, governors and staff. The inspector observed the school's work and scrutinised a range of documentation, including the school improvement plan, planning, assessment information and pupils' work. Seventeen parental questionnaires were analysed.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the extent to which teaching ensures that pupils' achievements are as good as they can be, with a focus on those pupils with an increased complexity of need and on the progress that all pupils make in writing
- the effectiveness of the provision in improving pupils' behaviour
- how well assessment is used by staff so that pupils know how they might improve their work
- the effectiveness of leadership and management, particularly subject leaders, in ensuring sustained improvement.

Information about the school

Beormund Primary is a special school designated for pupils with severe social, emotional and behavioural difficulties. On entry, many pupils have increasingly complex needs, including speech and language difficulties and autism. All have a statement of special educational needs. Pupils come from a wide range of ethnic backgrounds, with the greatest proportions from White British or Black British Caribbean backgrounds. Very few speak English as an additional language. Most pupils are in Years 4 to 6, reflecting the later-than-usual entry of many, often after a period of disrupted schooling. Since the last inspection there have been considerable changes in staffing, including at a senior leadership level. The current headteacher was appointed in November 2008. The school has gained a number of awards since the last inspection, including Healthy School, Activemark, Artsmark Gold and the Eco-School Bronze awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Beormund Primary School provides a satisfactory education for its pupils. It is improving rapidly under the leadership of the current headteacher after a period of upheaval caused by changes in staffing. Safeguarding arrangements are excellent and pupils learn in a safe and secure environment. High quality support and guidance, based on very good relationships between staff and pupils, ensure that pupils' personal development is good. Pupils' self-confidence grows and they learn respect for each other and their widely differing backgrounds. Good quality curriculum enrichment, including many visits out of school, plays an important part in developing pupils' social skills and their understanding about their rights and responsibilities. Consistent use of behaviour targets by staff underpins the dramatic improvement in pupils' behaviour, which, for the great majority, is good.

The school is successful in getting pupils to re-engage with learning so that they enjoy lessons and make satisfactory progress. By age 11, many pupils reach the levels expected nationally in English, mathematics and science. Teaching is satisfactory, with an increasing proportion that is good. As a result, pupils' learning is steadily improving. Even so, the school has rightly identified that teaching still does not consistently challenge all pupils to achieve as well as they can, particularly in writing. This is because staff do not always use a sufficiently wide range of approaches or make the most effective use of pupils' academic targets to extend their learning.

The headteacher, very ably supported by his deputy, leads with drive and determination and has gained the commitment of staff to his vision for future improvement. All senior leaders are rigorous and honest in their approach to monitoring and evaluation. Consequently, they and governors are very clear about the school's strengths and weaknesses and are actively addressing those areas that are most in need of improvement. They recognise that, as yet, subject leaders do not play as full a part as they should in the drive to improve pupils' achievements in their subjects. There is also awareness that, even though community cohesion is very effective at a local level, it is not given a high enough profile nationally and beyond to ensure pupils develop a clear understanding of different groups within society. The track record of improvement since the appointment of the current headteacher, along with strong links established with others, including parents and carers, shows that the school is well placed to sustain improvement.

What does the school need to do to improve further?

- Improve teaching so that staff consistently challenge all pupils to achieve as well as

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they can, particularly in writing, by always using a wide range of approaches and making effective use of pupils' academic targets.

- Extend the role of subject leaders so that they play a full part in the school's drive to improve pupils' achievements in their subjects.
- Raise the profile of community cohesion nationally and beyond to ensure pupils develop a clear understanding of different groups outside the locality.

Outcomes for individuals and groups of pupils**3**

Pupils develop positive attitudes to school and they enjoy their lessons. In a good literacy lesson in Year 6, all worked well, sharing their ideas when writing about the characters from 'Carrie's Story'. They made particularly good progress in using adventurous vocabulary. This good level of progress is not yet consistent in all lessons and others were seen where staff used only a limited number of approaches and did not fully challenge pupils to reach their literacy targets. Even so, pupils of different backgrounds and abilities, those who speak English as an additional language and those with more complex needs achieve satisfactorily.

Pupils' spiritual, moral, social and cultural development is good. This is based on the high expectations established by staff and the role models they set. Pupils show sensitivity during times of reflection, as seen in an assembly about 'everyone having the right to feel safe, both in their bodies and feelings'. They develop good awareness of healthy lifestyles, as recognised by the Healthy School and Activemark awards. The development of the school garden makes an important contribution by involving pupils in growing their own food. Pupils' attendance matches mainstream levels, showing great improvement from that in their previous schools. They make every effort to manage their own behaviour and, as one said, 'I get good advice so I know what to do.' Pupils say that staff listen to them and they feel safe. The student council, the Eco Team, and the Clean and Green Team are good examples of the ways pupils contribute to the school community. They contribute well to the local community, for example by planting bulbs in the neighbourhood. Their satisfactory basic skills, along with their personal skills, provide them with a sound preparation for their future economic well-being.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan lessons conscientiously, showing clear awareness of pupils' widely differing levels of understanding. They work as a team with support staff and use resources, including information and communication technology, well to enhance pupils' learning. All are very effective in managing pupils' behaviour in a calm and professional manner. They use pupils' behavioural targets successfully to ensure great improvements for pupils in this area. However, particularly in writing, staff miss opportunities to use different approaches, for example paired or group work. Assessment is satisfactory and staff are accurate in the levels they award pupils. As a result, they set pupils well-pitched academic targets but they do not always use these effectively to challenge pupils to improve their work.

The curriculum is increasingly well tailored to pupils' individual and changing needs, with good input from a range of professionals, including therapists. A strong focus is given to pupils' personal development and this has a positive impact. Good quality enrichment opportunities, including clubs and visits, for example to the Globe theatre, local museums and residential visits, play an important part in developing pupils' social skills. The Artsmark Gold award recognises the quality of this work. A systematic review of provision in different subjects is taking place, with a clear focus on improving aspects of literacy, particularly writing.

High quality care, guidance and support form an important cornerstone of pupils' personal development. Central to this are the commitment and time that all staff devote to individual pupils. Pupils are quick to acknowledge the difference this makes. As one said, 'I am doing well now but I always used to panic before 'cos I thought I was

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different.' Strong links are formed with parents and carers as well as with key professionals, including Social Care staff. All of these partnerships work effectively for the sake of the pupils. The school is actively increasing its links with mainstream schools to give added support to pupils' learning and increase opportunities for re-integration.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's very high focus on safeguarding means that it is exemplary. A full-time member of staff dedicated to safeguarding is diligent in overseeing the robust procedures. She is extremely well supported by a governing body with particular skills in this area. School leaders ensure that all pupils have equal opportunities for success and for a better, more productive future. The school actively challenges discrimination. Any vulnerable pupils are given a high level of support to overcome difficulties in their personal circumstances so that they can approach learning positively.

The headteacher and the senior leader's drive and ambition are fundamental to moving the school forward. They have ensured that there is now no inadequate teaching and the current satisfactory teaching is moving towards good. Consequently, pupils' learning is improving. A comprehensive programme of staff development is well focused on key priorities and is having a positive impact in classrooms. Subject leaders are enthusiastic and have clearly thought out plans about how further improvements might be made in pupils' achievements. Governors are influential in determining the school's strategic direction and have effectively seen it through a time of upheaval in staffing. Their cycle of monitoring, along with their constructive relationships with staff, ensures that they challenge the school effectively.

Community cohesion is satisfactory. The school's strong links with a wide range of others in the area underpin its very effective work at a local level. However, there is insufficient focus given to religious, ethnic and socio-economic differences in groups beyond the locality to ensure that pupils fully appreciate differences nationally and globally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Just over half of all parents and carers responded to the questionnaire. Almost all of these are very positive about the provision. They are especially pleased with the way the school prepares their child for the future and the ways in which it keeps them informed about their child's progress. One parent said she felt particularly reassured by the 'very personal one-to-one service'. The inspection findings support their views in many ways but judge that improvements can be made in teaching, learning and pupils' progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beormund Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 17 completed questionnaires by the end of the on-site inspection. In total, there are 32 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	59	6	35	1	6	0	0
The school keeps my child safe	12	71	4	24	1	6	0	0
The school informs me about my child's progress	13	76	3	18	0	0	0	0
My child is making enough progress at this school	8	47	8	47	1	6	0	0
The teaching is good at this school	8	47	8	47	1	6	0	0
The school helps me to support my child's learning	9	53	7	41	0	0	0	0
The school helps my child to have a healthy lifestyle	6	35	10	59	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	35	10	59	0	0	0	0
The school meets my child's particular needs	9	53	7	41	1	6	0	0
The school deals effectively with unacceptable behaviour	10	59	6	35	1	6	0	0
The school takes account of my suggestions and concerns	9	53	7	41	1	6	0	0
The school is led and managed effectively	9	53	7	41	1	6	0	0
Overall, I am happy with my child's experience at this school	9	53	7	41	1	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2010

Dear Pupils

Inspection of Beormund Primary School, Southwark SE1 3PS

It was good to meet and talk with you when I visited your school. Thank you for making me so welcome and for completing the survey where you make it clear that you enjoy school. I found that Beormund provides you with a satisfactory education, which means that it does some things well but some things need to be improved.

These are some of the good things that I saw:

- The school is improving rapidly since your current headteacher arrived.
- You are safe and secure.
- You have very good and supportive relationships with all the staff.
- You all improve your behaviour and it is good.
- Good quality activities, including visits where you stay away from home, help you learn to work together and to understand your rights and responsibilities.

I have listed the things I have asked the school to improve:

- Teaching, so that staff make sure you always do as well as you can, especially in writing.
- The ways that teachers who are in charge of subjects help to improve your achievements.
- Your understanding about different groups of people who live outside the local area.

You can help by making sure you do your best at all times.

Yours sincerely

Kay Charlton

Lead inspector

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