

# Beormund Primary School

Crosby Row, Long Lane, London, SE1 3PS

**Inspection dates** 28 February–1 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good and improving well as leaders are focused on making sure pupils are increasingly challenged. Pupils make good progress overall, with some pupils making outstanding progress. There are no significant differences in the achievements of different groups of pupils.
- The quality of teaching is good and this is developing well. Staff have a range of skills and a passion and drive to develop the quality of teaching further. Learning mentors and teachers work well together. The best of teaching encourages pupils to develop mathematical and communication skills very effectively and to take part in a wide range of interesting activities.
- Behaviour in the school is good. The safe and caring environment that staff create ensures pupils take more responsibility for their own behaviour and quickly learn to develop positive learning attitudes.
- The headteacher and the senior team have a clear understanding of the strengths and the priorities for further development. The leaders' evaluation of the school's performance is an accurate one and there remains a drive to get even better.
- The work to develop assessment and tracking systems in the school has been effective and there is now a wealth of information about individual pupils that leaders use with increasing sophistication. Leaders are clear about how refining the analysis of tracking information will help to establish targets for good and outstanding progress more precisely.
- There is a positive ethos in the school that encourages all pupils to succeed.

### It is not yet an outstanding school because

- The impact of teaching is not resulting in outstanding progress overall. Inconsistencies mean learning at times is not focused precisely enough to promote outstanding progress.
- The impact of leaders at all levels is now developing well and they understand that a more systematic approach to analysing performance will focus targets and make monitoring even more effective.

## Information about this inspection

- The inspector observed teaching and learning in six lessons and a number of additional shorter observations were undertaken. Joint observations with senior leaders were completed as well as a learning walk in the school.
- Meetings were held with the headteacher, senior leaders, staff, pupils, members of the governing body and a local authority representative.
- A wide range of documents, including policy documents, safeguarding arrangements, minutes from governing body meetings, school evaluation and development plans, were considered. The school's pupil progress tracking data were scrutinised.
- The single response to the parents' on-line survey (Parent View) was considered as well as the school's own parent survey information.
- Staff views were considered from meeting with a number of staff with a range of roles in the school as well as the 17 questionnaires completed at the time of the inspection.

## Inspection team

Paul Scott, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- Beormund Primary School caters for pupils with a range of complex needs, primarily behavioural, emotional and social difficulties (BESD).
- All pupils have a statement of special educational needs.
- The school is designated as a mixed school; at the time of the inspection there were no girls on roll.
- The proportion of pupils eligible for the pupil premium (additional government funding) is well above average.
- Pupils in the school have a diverse range of ethnic heritages.
- There are few pupils who have a first language that is believed not to be English.
- The majority of pupils come from within the local authority but a significant number come from a range of surrounding authorities.
- Pupils start at the school at different points throughout the year, with fewer than a quarter of pupils attending from Year 3 to Year 6.

### What does the school need to do to improve further?

- Develop the quality of teaching further by:
  - ensuring progress tracking information is used with even greater precision to promote even more outstanding progress of individual pupils
  - developing targets that distinguish between good and outstanding progress for all learning, including both the personal development and academic aspects.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress overall. This is improving and some already make outstanding progress. Pupils enjoy the range of opportunities they have at school and increasingly engage in learning as they settle into the school. Many pupils catch up previously lost ground, and attainment for some is similar to that expected nationally for pupils their age, despite some of the difficulties they have had.
- Social, communication and numeracy skills are developed well. Increasingly careful analysis helps leaders to identify gaps in understanding and barriers to progress, and so pupils' learning, at its best, is highly individualised. When targets are not as specific or do not identify what outstanding progress might look like, pupils do not make as much progress as they could across all aspects of their learning, social and academic.
- On occasions, achievement requires improvement as learning objectives are not sharp enough. The tasks and opportunities planned do not always have full impact as assessment of progress does not enable activities to adapt to individual learners' needs.
- There are strong transition arrangements for the pupils when they join the school. This ensures that pupils settle relatively quickly, given their particular circumstances, and feel safe. Much care is taken with the transition to secondary schools and a number of pupils spend time in mainstream settings to help with this change.
- The school has a wealth of information about progress of pupils. Tracking systems have developed very well over the previous few years and are used effectively to set targets. Leaders understand how the extension of this can help to bring about more outstanding progress and to analyse the impact of decisions.
- Achievement is improving. Leaders support staff effectively to bring about further improvements and there are no significant differences between the achievements of different groups in the school, including those eligible for the pupil premium.
- The school promotes spiritual, moral, social and cultural development very well. There is a strength in the celebration culture that the school has. During an assembly, pupils' successes were made public and the whole school took pride in the achievements of the community. The personal development of pupils is very strong, but this strength is not always given the full credit in accounting for the 'learning journeys' of some pupils. The promotion of equality is very effective.

### The quality of teaching is good

- The impact of teaching over time is good. Leaders are clear about the strengths and weaknesses in teaching and are able to support improvements very well.
- Teachers plan a wide variety of activities and opportunities to promote learning. The curriculum is very strong and pupils enjoy the new and interesting experiences they have. At times, opportunities are missed to promote good and outstanding progress, particularly when there is not a clear enough focus for each individual.
- Teachers and learning mentors work well together in lessons, and relationships between staff and pupils are very positive. Staff are skilled in a range of behaviour management strategies and are able to draw in learners so that they participate and engage in learning, even when initial reluctance is strong. There is some exemplary practice in de-escalation of situations and managing pupils' anxieties and frustrations. Staff understand pupils' needs well.
- Adults and many pupils are good role models and the calm and deliberate manner of adults is developed amongst the school community, meaning that the amount of time lost to distractions and poor behaviour is relatively low and pupils spend most of their time learning good habits for learning and social development, as well as progressing academically.
- The monitoring of teaching and learning is effective and processes such as coaching and working

with peers promote improvement. The use of support staff is good and they are able to contribute a great deal. Learning goals are not always clear enough for them to promote higher levels of progress.

### **The behaviour and safety of pupils** are good

- Pupils are polite and friendly and behaviour is good. They are increasingly aware of social norms and contribute well to the positive learning atmosphere in the school. Pupils who have challenging behaviour improve quickly. When frustrations do emerge, behaviour is well managed and pupils return to work relatively quickly and are able to restore relationships and recognise how they can learn from the situation.
- Pupils demonstrate increasing empathy for their peers. They go to staff if they have a problem and issues that arise are sorted out quickly and positive relationships between peers restored.
- The school helps pupils to build self-esteem and develop an increasing sense of achievement, and raises aspirations very well. Pupils settle quickly in the school because of the care, commitment and skills of the staff. This helps pupils to work hard and focus on the opportunities they are given and build strong relationships with the adults, who are passionate about pupils' success.
- There is a strong focus on celebrating success. The use of rewards is highly effective and pupils respond very well when the work they have done is recognised. Assemblies are used well to show pupils' achievements. A writer of a piece of work inspired others to strive for success when he read his work in assembly.
- The use of behaviour management strategies is well understood. Pupils are increasingly able to communicate anxieties and so increasingly manage their own behaviour, anxiety and stresses. As a consequence, there is a calm, focused, safe and productive learning environment where pupils try new things, answer questions in lessons and engage with inspectors readily.
- Working closely with parents and carers, clear expectations and a flexible approach to individual pupils all support improvement in most pupils' behaviour.
- Systems for tracking behaviour and recording issues are effective and leaders are increasingly analytical about how to develop these further.
- Pupils are aware of bullying issues and the different forms that bullying might take. They understand why different people might be bullied and what should be done to stop it.

### **The leadership and management** are good

- The headteacher and school leaders have brought about significant improvements since the last inspection. This has included raising achievement and improving the quality of teaching.
- There are now effective progress tracking and assessment systems. This has resulted in the school meeting the needs of individual pupils with increasing success. The higher levels of learning are not always targeted clearly and so aspects of personal development and academic progress are not always as apparent or distinguished between good and outstanding.
- Leaders' evaluation of the school's performance is accurate and there is a clear understanding of how things can be developed further. There is a clear passion for continued improvement and no complacency about the successes of the school so far.
- There is a strong sense of teamwork and community in the school and leaders value the hard work of staff and the contribution of the many partner agencies and the local authority in supporting the school. Morale is high and staff are dedicated to pupil success and further school improvement.
- The pupil premium is targeted well to support individuals and it contributes well to their good achievement.
- **The governance of the school:**
  - The governing body is committed and members have a wide range of skills to assist in

challenging and holding leaders to account. The governors are aware of how they can have greater impact on school improvement. Governors use salary progression effectively to support school improvement. Safeguarding arrangements meet requirements. The use of the pupil premium is monitored to ensure that eligible pupils' achievements are similar to those of their peers.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100879
<b>Local authority</b>	Southwark
<b>Inspection number</b>	400434

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

<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Brecknell
<b>Headteacher</b>	Andrew Henderson
<b>Date of previous school inspection</b>	1–2 February 2010
<b>Telephone number</b>	020 7525 9027
<b>Fax number</b>	None listed
<b>Email address</b>	office@beormund.southwark.sch.uk



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