

Inspection of a school judged outstanding for overall effectiveness before September 2024: Beaumont Primary School

Old Lodge Lane, Purley, Surrey CR8 4DN

Inspection dates:

4 and 5 February 2025

Outcome

Beaumont Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Beaumont Primary School continues to realise its vision of 'improving the life chances of every pupil through learning'. Pupils benefit from a curriculum which is highly organised and ambitious. The school is determined that all pupils should receive high-quality learning experiences, and they succeed in this. In Reception, children behave and cooperate well. They are eager to learn. Throughout the school, pupils learn to be curious, behave very well and thrive. Pupils say the school instils in them a 'lifetime of learning'. Pupils, including those with special educational needs and/or disabilities (SEND), achieve very well.

The school's work to enhance pupils' personal development is impressive. Pupils are diligent, self-assured and confident individuals who can articulate different perspectives. They flourish and strive to succeed in being the best version of themselves. Pupils benefit from a carefully crafted and extensive range of trips, visits and experiences. These opportunities include trips to museums, creative and visual arts venues and experiences with authors. Pupils take on responsibilities and make many positive contributions to school life, including as prefects, parliament members and young leaders. They develop their talents and interests through the vast range of clubs on offer, including sports, gardening, cooking, arts, kindness and well-being.

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

The school has developed an ambitious curriculum. Teachers have excellent subject knowledge and understand precisely how to communicate what pupils should learn. They choose suitable activities that enable pupils to acquire greater knowledge and skills and to

progress well through the curriculum. Pupils recall what they have been taught previously with clarity. For example, Year 6 pupils recalled what they learned in Year 4 about settlements and habitats and applied this to what they learned in Year 5 about rainforests in South America.

From the start, in Reception, children are taught early English and mathematics effectively. In the early years, children learn to recognise and blend simple sounds fluently. By Year 2, pupils' writing and spelling skills are embedded with greater confidence. Pupils construct sentences with precision. Equally, in mathematics, children in Reception learn to count and add small numbers. Older pupils use these skills when they learn to make different combinations of coins that equal the same amount of money.

The school places a strong emphasis on well-being in the curriculum. For example, dance is an integral part of physical education. In Year 2, pupils practise movement skills when coordinating their dance. By Year 6, pupils perform sequences using props, paying close attention to the authentic and stylistic features of Bollywood dance with flair and synchronisation. Pupils learn to practise meditation and mindfulness as part of the curriculum.

The school identifies the needs of pupils with SEND with accuracy and precision. Staff adhere to school processes to support the pupils. They understand the needs of pupils well. Staff modify resources and teaching effectively, so pupils can access the curriculum successfully. Pupils with SEND get the right support and achieve well.

The school has created a strong culture for reading. Older pupils act as buddies to support younger pupils with their reading. The school rewards pupils for reading, which motivates pupils to read widely. The school prioritises support for those in the early stages of reading and those who have fallen behind. These pupils receive extra help and appropriate resources, which increases their confidence.

The school has high expectations of pupils' conduct and ensures that the rules and routines are embedded. Throughout the school, pupils behave well and treat others with respect. Children in Reception work well with each other and show good manners. This does not disrupt learning. Pupils attend very well because they enjoy the curriculum and opportunities provided to them.

The personal, social, health and education programme is very well structured. Pupils also learn about fundamental British values. They talk with confidence about democracy and hold debates about topics such as following the law. Pupils feel safe and learn about safety. They are especially aware of the dangers of online and road safety. Pupils value the 'Well-being Wednesdays', which include a variety of activities promoting resilience, kindness and mindfulness.

The school has successfully maintained the achievements of its pupils and has taken significant steps to strengthen the curriculum further. Leaders are reflective and proactive, making bold choices to ensure high-quality learning experiences for all pupils. Teachers appreciate the school's approach to managing workload, with adjustments to

maximise planning, preparation and assessment time. Well-being is prioritised for staff. The governing body provides critical support and ensures that decisions are made in the best interests of the pupils, maintaining clear oversight of the school's work.

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 outstanding 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 outstanding for overall effectiveness in December 2017.

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	101756
Local authority	Croydon
Inspection number	10323291
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Jamie Parkinson (Interim)
Headteacher	Anne Morrell
Website	www.beaumont.croydon.sch.uk
Dates of previous inspection	5 and 6 December 2017, under section 5 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- The headteacher was appointed in January 2019.

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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke to the headteacher, deputy headteacher, curriculum manager and special educational needs and disabilities coordinator.
- The inspector spoke to a range of staff, including curriculum subject leaders, teachers and support staff. The inspector spoke to members of the governing body and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning

and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector 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 inspector took account of responses to Ofsted's online survey, Ofsted Parent View, including the free-text responses. The inspector also considered the responses of staff and pupils to Ofsted's online surveys.
- The inspector spoke with groups of pupils during lessons and social times.

Inspection team

Ray Lau, lead inspector

Ofsted Inspector

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