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Mrs Tina Nowell  
Headteacher  
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Dear Mrs Nowell

### **Short inspection of Beaufort Primary School**

Following my visit to the school on 15 November 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your predecessor school was judged to be good in March 2011.

#### **This school continues to be good.**

You have led with unwavering resolve to make certain that your school goes from strength to strength. You are ably supported by senior and middle leaders who share your vision and high expectations. Your dedication and innovative approach have inspired staff and parents to be ambitious for each pupil in the school. You have placed pupils at the heart of all your decisions and subsequently, have moulded them into rounded individuals who are well prepared for the next phase of their lives. Hence, the leadership team has maintained the good quality of education in the school since the last inspection. Parents are extremely approving of the positive impact you have had on improving the school, and, importantly, on their children's lives. A parent summarised the views of many by stating: 'The headteacher is worthy of recognition for being proactive, approachable, and genuinely a positive leading force. She leads by example and sets the highest standard in excellence.'

Most pupils enter the school with knowledge, skills and understanding that are slightly below typical for children of their age. By the time they leave the school, pupils' achievement is typically higher than the national average. More pupils reached the expected standard in reading, writing and mathematics than the national average in 2016. This is commendable, given the increased expectations of the new primary curriculum. Therefore, pupils make good progress from the time they enter the school to when they leave at the end of Year 6. Attainment is good because the vast majority of pupils make at least expected progress from their

different starting points. You and your staff team have successfully supported the least able pupils to make accelerated progress in all key stages to catch up with their classmates. This year, the proportion of pupils reaching the highest levels of attainment, known as greater depth, by the end of key stage 1 was low compared with the national average, despite this being an area for improvement identified by the school. Too few pupils of prior higher or middle ability made enough progress to reach greater depth, especially in writing and mathematics. You are determined to enable more pupils, especially those who are middle ability, to reach greater depth. Already, there are encouraging signs that your high expectations will come to fruition.

You know the strengths of your school extremely well. You quickly identify areas of the school's work that could be better and put plans in place to address them. As a result, you have propelled improvement since the last inspection which was before your school became an academy. Nevertheless, you and your staff have worked diligently to meet the recommendations within the previous report. As a result, the proportion of pupils who reach the expected standard in mathematics is above the national average. Pupils throughout the school take ownership of their own learning and know how to improve their work in English and mathematics. Feedback provided to pupils in these subjects enables them to identify what they need to improve and plan their next steps. This same level of pupil participation and high-quality feedback from teachers, in line with the school's policy, now needs to deepen pupils' knowledge, skills and understanding in a wider range of subjects, such as history and geography, to increase the progress that they make.

Your focus on improving reading and writing in the early years has paid dividends. The improvement in the proportion of children reaching a good level of development by the end of Reception Year has been impressive. This upward trajectory has continued this year. For the second year running, the proportion of children reaching a good level of development is above the national average, including in reading, writing and mathematics.

Attendance is above the national average and has been for a number of years. This is because school leaders have worked resolutely to ensure that pupils attend school every day and have communicated this expectation to parents. You have worked hard to create an environment in which pupils feel at the heart of everything you do, and therefore enjoy coming to school. A very small number of pupils take too many days off school. Sometimes this is through no fault of their own. Nonetheless, you have been diligent in your work to support families and seek external advice to find solutions when attendance is potentially a barrier to learning.

## **Safeguarding is effective.**

Leaders, and in particular the deputy headteacher, have ensured that all safeguarding arrangements are very effective, and records are detailed and of high quality. This is underpinned by the depth of knowledge staff have about all pupils, who are nurtured and cloaked in care. Leaders work closely with other professionals to provide high-quality support for pupils who need additional help to access learning.

Thorough checks are made on adults when they work or volunteer at the school. All staff have completed appropriate training according to their responsibilities. This includes training on safeguarding issues, such as child sexual exploitation, that reflects the most recent statutory guidance and legislation.

The school works closely with parents to ensure that pupils participate in as many activities as possible and achieve well in their learning. Equality of opportunity is central to the school's culture. The school is working towards achieving the Rights Respecting Award, and so pupils are very aware of their own rights within the school and beyond. They feel valued. Parents categorically believe that their children are well cared for, safe and respected, one stating: 'What is special about the school is the empowerment, respect and positivity shown to the children; they put them first and parents are put at ease.' The school's own ethos and practice promote British values and pupils are well prepared for life in modern Britain.

Pupils say that they feel safe and are taught how to keep themselves safe through learning how to express opinions and make choices, and through self-advocacy. In addition, they are supported to understand how to use the internet safely. Pupils feel listened to and are confident that adults will deal with any issues that may arise. They have a very clear understanding of what constitutes bullying and are adamant that it is very rare and that if it does happen, the staff will sort it out.

## **Inspection findings**

- Pupils' behaviour is exemplary. Pupils are kind, courteous and empathetic. Their attitudes in lessons reflect the school's values to 'aspire, believe and achieve', because they take ownership of their learning and challenge themselves to make progress in lessons. They have an intrinsic desire to do well because the school has fostered a growth mind-set as the nucleus for learning. Pupils know that they can develop their own brain's capacity to learn and to solve problems. Consequently, they are resilient and persevere, and possess a 'can do' attitude. Parents speak enthusiastically of the fact that their children talk about 'growing their brains' when they are at school.

- You have worked hard to raise the standard of teaching throughout the school. As a result, the quality of teaching is consistently good. Learning is personalised well to the specific needs of pupils, and because of this, pupils are challenged, including those who are the most able. Staff consistently demonstrate high expectations and promote pupils' independence. Nearly all parents feel that their children are taught well and appreciate the way that teachers and teaching assistants inspire their children to have fun in their learning. A parent used a lovely phrase to express their views, simply saying that, each teacher 'brings their own sparkle to the lives of children'.
- The leadership of the early years is very strong. The early years lead knows the strengths and weaknesses of the provision in impressive detail. She is quick to address areas for development and puts in place plans that make a difference. For example, although boys have made good progress in their writing, too few have reached a good level of development in the past. This year, the proportion of boys who have reached the expected ability in writing for their age is above the national average.
- From below-average starting points, children make strong progress during Reception Year. This is because children have access to a range of highly stimulating activities that facilitate development in all areas of their learning. For example, during this inspection, children used an extensive range of materials to decorate Elmer the elephant, repeating patterns and colouring by numbers. Outside, children pretended to deliver pizzas, made in the mud kitchen, to customers at the handsome price of £2 each.
- Children in the early years demonstrate splendid attitudes to learning and each other because adults are effective role models and have high expectations of children's behaviour. Subsequently, children's behaviour is exemplary. Children communicate with confidence and articulacy and are excited to share their learning. One child shared her work with me and then set about making it 'bigger, brighter and better'. This is the start of children's journey towards being able to improve their own learning. Children are well equipped for their onward journey to Year 1.
- Pupils are taught the early stages of reading highly effectively. Thus, nearly all pupils reach the expected standard in the phonics screening check by the end of Year 1. Leaders continue to support the very few pupils who find phonics tricky, and where possible, to reach the expected standard by the following year. Pupils use their phonics to read unfamiliar words and to help them with their spelling. In mathematics, a pupil tenaciously persisted in applying their phonics to read 'bridging', a word within the learning objective for the lesson. The school fosters a love of reading, and because of the solid foundation pupils receive, they make tremendous progress and achieve well.

- Work in books shows the wide range of vocabulary and punctuation used by pupils in their writing. Pupils have secure grammatical knowledge because it is taught well across the school. After completing a 'cold write' independently, pupils are given feedback from teachers about how to improve their writing. Using this, they practise their skills until the 'warm write' demonstrates the progress they have made. This provides momentum in pupils' learning. The most able pupils demonstrate that they write with an audience in mind, creating imaginative settings. For example, an older pupil wrote: 'Max woke with a start. What had woken him up? Sirens, which were placed near his house, wailed across his bare and empty room.'
- Pupils acquire mathematical concepts progressively across the school. The consistent approach to the teaching of mathematics has resulted in more opportunities for pupils to reason and problem solve. Leaders have been proactive in raising pupils' achievement in mathematics to meet the higher expectations of the primary curriculum. Pupils work their way through 'learning ladders', making progress at their own rate. No pupil spends too much time repeating the same mathematical calculations. Continual assessment by teachers and by pupils means that work is generally well matched to pupils' ability.
- The curriculum is broad and enriched by exciting trips and activities that enhance pupils' learning. Frequent visitors to the school help to bring learning to life, particularly relating to different cultures and faiths. Consequently, pupils enjoy their learning. A parent reflected upon this, saying that his son 'comes home every day bursting with what he has done and has loved every minute'. Key stage 2 pupils have the opportunity to learn a range of subjects to greater depth than younger pupils. They are applying their English skills to enhance their work in other subjects, thereby improving the progress that they make. However, even more opportunities should be provided for pupils in key stages 1 and 2 to practise their English and mathematical skills in a wide range of subjects. Pupils in key stage 1 do not study the wide range of subjects in sufficient depth to make certain that they secure the best outcomes of which they are capable.
- The most able pupils are challenged because work is closely matched to their needs. Evidence in pupils' work shows that learning is tailored to help them think more deeply and apply what they know in a range of ways, especially in mathematics where they work through 'learning ladders' towards mathematics mastery, at a pace that suits their needs. The most able pupils told me that learning was never too easy for them.
- The additional government funding, known as the pupil premium, is allocated effectively to ensure that disadvantaged pupils make good progress from their various starting points. The school's effective work in this area is underpinned by the acute knowledge that staff have of each pupil's needs. The most able disadvantaged pupils receive work that challenges them in English and mathematics and consequently achieve as well as their most-able classmates. As with other pupils in the school, few prior middle-attaining disadvantaged pupils, especially in key stage 1, make enough progress to reach the highest levels of attainment, particularly in writing and mathematics.

- Pupils who have special educational needs and/or disabilities are well supported because the special educational needs coordinator knows each child very well and makes sure that staff are trained effectively to increase their expertise in supporting this vulnerable group of pupils. Additional support provided to pupils makes a positive difference to their well-being, ability to access learning and the progress that they make. Parents are very complimentary overall about the support and guidance that their children receive.
- Parents are overwhelmingly positive about the school and your leadership. They express the happiness they feel with the quality of teaching and the progress that their children make. They particularly value the caring and nurturing environment that the school provides, which ensures that their children are happy to attend school. Parents feel welcome and say that all staff are approachable. They recognise the dedication of staff towards their children. Nearly all parents are proud that their children attend your school. A Year 6 parent summed up their feelings by saying: 'We would like to say a big thank-you to all the staff that have helped us to educate and raise our children.'
- The governing body adds to the capacity of the school to continue its drive towards becoming an outstanding school. School leaders have been instrumental and proactive in seeking challenge and support from governors and ensuring that governors are clear about their roles. Consequently, the governing body has evolved to become a strategically driven part of the leadership team that shares leaders' ambitions for the pupils in its care. Some governors are new to their roles and feel well supported to undertake their responsibilities.
- You have utilised your partnerships with other schools under the 'umbrella trust' to seek ways to improve the school and validate your own self-evaluation of the school's effectiveness. Through this partnership, you have also made certain that the school's judgements about how well pupils are achieving are correct. You effectively engage with the local authority to ensure that the school is outward looking and to gain additional insight into the strengths of the school and areas for further improvement.

### **Next steps for the school**

Leaders and those responsible for governance should:

- increase the proportion of pupils who make more than expected progress, especially middle-attaining pupils, so that even more pupils achieve greater depth by the end of each key stage, but especially in key stage 1
- continue to ensure that pupils' learning and acquisition of knowledge, skills and understanding in a wide range of subjects are of the same high standard as in English and mathematics, particularly in key stage 1
- persist in seeking opportunities for pupils to apply what they have learned in English and mathematics in a range of subjects, and therefore improve the progress that pupils make overall.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Abigail Birch  
**Her Majesty's Inspector**

### **Information about the inspection**

I met with you, the deputy headteacher and other leaders, and those responsible for safeguarding, including the school business manager and members of the governing body. I visited classes across the early years and key stages 1 and 2 with you. I spoke to pupils during lessons, and met with a group of pupils formally to gather their views. No responses were made by pupils to Ofsted's online questionnaire. I looked at their work in a range of subjects alongside subject leaders. I took account of 111 responses to Ofsted's online questionnaire, Parent View, and 72 written contributions by parents. I spoke to parents at the start of the school day. There were no responses made through the voluntary staff survey. I analysed a range of the school's documentation, including information about the achievement of pupils, school policies and safeguarding procedures. I also discussed with you the evaluation of the school's effectiveness.

I focused on how effectively leaders, including governors, have continued to improve the school's effectiveness and addressed the areas for improvement identified at the time of the last inspection, which took place before the school became an academy. I examined the progress pupils have made from their variable starting points, especially focusing on key stage 1, because very few pupils reached the highest levels of attainment, known as 'greater depth'. I considered whether pupils, including the most able pupils and those who are disadvantaged, make enough progress in mathematics and writing particularly. I focused on the early years provision to make certain that children are making a positive start to their education. I chiefly made certain that boys were being encouraged to write so that more of them reach a good level of development by the time they leave the early years. In addition, I evaluated the effectiveness of safeguarding, how well the school supports families of pupils who have too many days off school, and considered how well pupils are prepared for life in modern Britain.