

# Inspection of a good school: Beaufort Primary School

Kirkland Avenue, Goldsworth Park, Woking, Surrey GU21 3RG

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Inspection dates:

15 and 16 September 2021

## Outcome

Beaufort Primary School continues to be a good school.

## What is it like to attend this school?

Pupils enjoy school. They talk enthusiastically about their favourite subjects and explain their hard work with pride. They look very smart in their purple school uniforms. The hum of pupils' voices in the dining hall reflects their excitement at being back in school at the start of a new term. Attentive adults are on hand to serve pupils their lunch and to assist anyone who needs help with cutting up their lunch or opening a yogurt pot. Pupils relish the opportunity to catch up with friends during the lunch break and most pupils play sensibly. Sometimes, however, a few pupils get carried away and play too roughly. Leaders know this and have scheduled training to ensure that all staff know how to respond when this behaviour occurs.

Pupils know that their teachers want the best for them and they are confident about seeking help. For example, several pupils explained the use of the class 'worry box'. They say that teachers pick up and sort out any concerns quickly, so that everyone feels safe and well looked after. Pupils say that occasional incidents of bullying are addressed properly. The school's comprehensive records confirm this positive view.

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

The school has reinstated its usual broad, engaging and well-enriched curriculum following the pandemic. Subject plans sequence the content and skills to be learned in each subject and year group clearly. Plans provide a secure framework to support teaching across the curriculum. As a result, learning builds well, so that pupils are prepared effectively for the next stage of their education. However, leaders have rightly identified that curriculum plans in history provide less detailed guidance about resources and activities for teachers than in other subjects.

The school gives the teaching of reading a high priority. An effective and well-established system for teaching phonics ensures that pupils acquire increasingly secure reading skills. For example, children in nursery are familiarised with the shape and sounds of letters ready for learning phonics in reception class. Some pupils have fallen behind in their

reading during the summer months. Carefully focused extra support is helping them to catch up quickly.

Teachers regularly share their enthusiasm for books by reading to their class each day. During the inspection, a group of the youngest children in nursery hung on every word, wide-eyed, as an adult read a story. While leaders are clear about the strengths in the teaching of reading, they are not complacent. The reading leader has scheduled training to recap staff knowledge about phonics teaching.

The teaching of mathematics is strong. Pupils develop reliable mathematics skills and a firm grasp of mathematical concepts. They learn how to use this to tackle mathematical problems with increasing complexity. A strong focus on language development in Nursery helps to equip children with some of the key mathematical vocabulary they will need for success in future learning.

All staff have high expectations of pupils in this inclusive and hard-working school. Pupils behave well in the classroom so that lessons proceed smoothly. Strong relationships make a significant contribution to pupils' well-being. Staff work very well with parents and carers, who have confidence in the school as a result. Leaders record and address the most serious behaviour incidents effectively. However, there is currently no system for recording lower-level concerns systematically. This means that leaders are unable to spot and address patterns of behaviour.

Teachers are confident about what to teach. They continuously assess pupils' learning and are alert to any gaps or weaknesses in pupils' knowledge. For example, they noticed that some pupils have forgotten some of their phonics knowledge during the summer. Leaders are providing extra help for these pupils, who are now catching up quickly.

Pupils with special educational needs and/or disabilities (SEND) work happily alongside their classmates. The special educational needs coordinator (SENCo) and family link worker work closely together to provide high-quality support for pupils and their families. They make sure that staff have all the information they need to teach pupils with SEND effectively. Parents who spoke with the inspector, and some of those who completed Ofsted's survey, Parent View, commented on the positive way that the school supports their children.

The school's commitment to supporting pupils' wider development is clear. A combination of thoughtfully planned trips and visitors helps to bring learning to life. Pupils told the inspector how much they enjoy the school's wide range of clubs. Leaders make sure that all those pupils who wish to take part in clubs and activities can do so.

## **Safeguarding**

The arrangements for safeguarding are effective. Well-established expectations and procedures ensure that the school runs smoothly. Staff follow clear, consistent procedures for reporting, recording and responding to issues relating to pupils' safety. They lose no time in raising any worries they may have about a pupil. Leaders respond quickly. They work closely with agencies, such as children's services and the police. Leaders have made

recent changes to the school's personal development curriculum in response to ensure that specific issues which may arise are covered properly, including the appropriate use of social media platforms.

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

### **(Information for the school and appropriate authority)**

- The curriculum plans for history lack some of the finer detail, such as information about resources and activities, present in other curriculum plans. This makes it more difficult for teachers to plan for individual lessons in this subject and creates the potential for inconsistencies in the delivery of the curriculum in the future. Leaders should complete existing plans to enhance this aspect of the curriculum.
- Leaders record significant incidents of poor behaviour carefully, using the school's online system. However, day-to-day behaviour concerns, while discussed regularly by leaders, are not recorded systematically enough. This makes it difficult for leaders and staff to monitor behaviour over time. Leaders should establish a consistent and systematic procedure for recording and monitoring day-to-day behavioural incidents.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged Beaufort Primary School to be good in November 2016.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140508
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10200365
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	490
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Rupert Crossland
<b>Headteacher</b>	Emily Ferris
<b>Website</b>	<a href="http://www.beaufort.surrey.sch.uk">www.beaufort.surrey.sch.uk</a>
<b>Date of previous inspection</b>	15 November 2016, under section 8 of the Education Act 2005

## Information about this school

- The school has a nursery which offers full- and part-time places for up to 60 two- to five-year-olds. It currently has 50 children on roll.
- The school offers before- and after-school care five days a week for pupils who attend the school.
- The headteacher was appointed in September 2018.
- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector met with the headteacher, deputy headteachers, the SENCo and subject leaders, and other members of staff. She also spoke with the chief executive officer of the multi-academy trust, the chair of trustees and two governors, including the chair of governors.

- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum plans and spoke with leaders about some other subjects.
- The inspector reviewed a range of safeguarding records and documents, including the single central register. She also spoke with the designated safeguarding lead (DSL) and the deputy DSLs.
- The inspector visited the dining hall and playground during lunchtime and spoke informally with some pupils.
- The inspector considered the views of pupils, parents and staff expressed in Ofsted's surveys. The inspector also spoke with parents at the start of the school day.

### **Inspection team**

Julie Sackett, lead inspector

Her Majesty's Inspector

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