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27 January 2025

Caroline Hawker
Headteacher
Beechcroft St Paul's CofE Primary School
Corporation Road
Weymouth
Dorset
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Dear Caroline Hawker,

Monitoring inspection of a school not in a category of concern of Beechcroft St Paul's CofE Primary School

This letter sets out the findings from the monitoring inspection that took place on 9 January 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and the senior leaders, other staff, governors and the trust the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also carried out visits to lessons, sampled pupils' work and reviewed school documents. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but some aspects of the school need further improvement.

The school should take further action to:

- ensure that pupils who have secured their learning and are ready to move on, have the opportunity to do so.

Main findings

Since the previous inspection in March 2024, the leadership structure has been strengthened. A new substantive headteacher and a new deputy headteacher are in post. These changes have enabled the school to focus on securing improvements in the quality of education for all pupils.

You and your staff have raised the profile of reading in response to the weaknesses identified at the previous inspection. Pupils now receive the right support to meet their needs. Leaders use assessment well to check the progress pupils make. This helps those who have fallen behind with their reading to catch up. Your investment in phonetically decodable reading books means pupils are now building increased fluency at an earlier stage. Published phonics outcomes do not reflect the progress current pupils make from their starting points. However, sometimes pupils who have secured their learning and are ready to move on do not have the opportunity to do so. This means that pupils do not always make the progress they could.

You have worked methodically to strengthen the early years curriculum. As leaders, you have focused on securing children's core knowledge. You have ensured deliberately planned provision is used to further build their knowledge. You have maintained a sharp focus on children's personal development and communication and language. Children now benefit from a broad curriculum that prepares them from key stage 1 and beyond.

The trust has provided internal support at every level of school development. As a result of this, you and other senior leaders know how effectively the curriculum is being taught. Subject leaders make rigorous checks to ensure the curriculum is implemented securely. Staff have benefited from additional training. They now identify those who have fallen behind and support them to catch up promptly. This means pupils know and remember more of what they have been taught. Local governors have received additional training. They now have the skills and knowledge required to support and challenge leaders effectively.

You have worked with parents, pupils and staff to strengthen the behaviour policy. Your steadfast approach has improved the behaviour of pupils. Staff now have high expectations of behaviour. Pupils meet these. They concentrate in lessons. Instances of poor behaviour beyond the classroom have fallen markedly. Although attendance remains stubbornly below national expectations, your actions to improve it are having a demonstrable impact. You and your team are relentless in working with families to improve it further.

You value the guidance and support provided by external providers and the trust. Staff are positive about the training they receive to develop their expertise. This helps to ensure continued progress on the school's well-judged priorities.

I am copying this letter to the chair of the board of trustees and the CEO or equivalent of the Diocese of Salisbury Academy Trust, the director of education for the Diocese of Salisbury, the Department for Education's regional director and the director of children's services for Dorset. This letter will be published on the Ofsted reports website.

Yours sincerely

Liz Geller
His Majesty's Inspector