

Inspection of Beaumont Leys School

Anstey Lane, Leicester, Leicestershire LE4 0FL

Inspection dates:	7 and 8 May 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Beaumont Leys is a highly inclusive and nurturing school. The school has high expectations for the achievement and behaviour of pupils, including those with special educational needs and/or disabilities (SEND). Staff share a belief that pupils can be successful and be their best selves, whatever their starting point. Well-established routines enable pupils to meet these expectations. As a result, pupils focus on their learning and most achieve well.

Pupils enjoy attending this school and feel safe. They talk with enthusiasm about school life. Older pupils speak positively about their work experience in Year 10. Pupils behave well and are respectful to adults. High-quality pastoral support is available for pupils and parents to discuss any concerns they may have.

Pupils benefit from an exceptional curriculum for personal development that is both ambitious and stimulating. They develop their confidence and character through expeditions, including by undertaking fieldwork at the coast, and through additional responsibilities, such as being a school receptionist. A significant number of pupils access a wide range of extra-curricular activities, such as journaling and football clubs.

Parents and carers overwhelmingly value the work that the school does to support their children. A typical comment from a parent was, 'The school is a wonderfully supportive place, where staff consistently go above and beyond to help.'

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

The school's ambitious curriculum is broad and aspirational. Leaders have carefully considered pupils' needs and have created a curriculum that reflects the community where pupils live. The curriculum sets out what pupils will learn as they progress through the school. Learning is well ordered so that pupils build their knowledge and skills confidently over time.

Staff present information clearly and demonstrate good subject knowledge. They provide pupils with regular opportunities to revisit what they have learned. Staff ask questions skilfully to check that pupils' understanding is secure before moving to new learning. Vocabulary and subject-specific terminology are developed well. This enables pupils to have a secure understanding of their learning. Pupils discuss and write about what they have learned with confidence.

Published outcomes show that pupils achieve very highly in some subjects. However, this is not the case across all subjects. The school has acted to improve achievement in those subjects where it has been weaker previously. This work is resulting in current pupils' achievement in these subjects generally being better than that seen before.

The needs of pupils with SEND are identified quickly. Staff receive highly effective training to support these pupils in their learning. As a result, staff meet the social and emotional

needs of pupils with SEND well, including by adapting their teaching to support these pupils. Pupils with SEND access the full curriculum and are successful.

Reading is a priority across the school. A well-considered, coherent reading strategy ensures that pupils practise their reading regularly. Staff are skilled in teaching phonics to pupils who need additional support. As a result, pupils become fluent and confident readers.

The school is tenacious in its approach to promoting attendance. It checks pupils' attendance closely. If pupils are absent from school too often, highly effective support is put in place to help pupils, and their families understand the importance of good attendance. The school teaches pupils to take responsibility for their own behaviour. As a result, they behave very well, and learning is not disrupted.

Pupils have access to an exceptional programme for personal development. Pupils understand the fundamental British values. They fully appreciate and respect the commonalities and differences they have with others. The curriculum supports pupils to broaden their understanding of how to stay healthy, keep safe and manage their mental health. A wide range of extra-curricular opportunities allow pupils to develop new talents and interests. A comprehensive careers programme prepares pupils well for life beyond school.

The governing body understands the school extremely well and holds leaders to account highly effectively. Most staff say that leaders consider their workload and well-being. Staff improve their practice thanks to a wide range of high-quality training and support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's published outcomes demonstrate that pupils have previously not achieved as well as they could in some subjects. As a result, some pupils have left the school at the end of Year 11 not as suitably well prepared for their next steps as they could have been. The school should ensure that pupils develop the necessary skills and knowledge to be able to achieve highly across all subjects.

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	120281
Local authority	Leicester
Inspection number	10379537
Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,067
Appropriate authority	The governing body
Chair of governing body	Jackie Roper
Headteacher	Dawn Parkinson
Website	www.beaumontleys.leicester.sch.uk
Dates of previous inspection	10 and 11 March 2020

Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical qualifications and apprenticeships.
- The school uses five unregistered and two registered alternative education providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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 lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, geography and science. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

Inspectors held meetings with leaders responsible for behaviour, attendance, reading and personal development. Inspectors also held discussions with school curriculum leaders.

- To evaluate the effectiveness of safeguarding, the lead 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.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The lead inspector took account of the responses to the Ofsted online surveys for staff, pupils and parents.
- The lead inspector met with some governors, including the chair of the governing body.
- The lead inspector spoke to a representative of the local authority by telephone.

Inspection team

Stephen Long, lead inspector	Ofsted Inspector
Julie Sheppard	Ofsted Inspector
Peter Gilbride	Ofsted Inspector
Ellenor Beighton	Ofsted Inspector

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