

# Beechview School

## Inspection report

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<b>Unique Reference Number</b>	110521
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	356768
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	Nick Butt

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bill Richards
<b>Headteacher</b>	Beverley Pickett-Jones
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	Guinions Road Buckinghamshire HP13 7NT
<b>Telephone number</b>	01494527113
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team visited 19 lessons and observed 8 teachers. Inspectors held meetings with members of the governing body, staff, and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by 74 parents and carers, and by staff and pupils.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- How the school is ensuring that higher attaining pupils are sufficiently challenged.
- The impact of developments in the curriculum.
- The effectiveness of the school's leaders and managers in bringing stability and promoting improvement after a period of uncertainty.

## Information about the school

Beechview is a smaller-than-average junior school. About 53% of pupils are from minority ethnic backgrounds, 20% being Pakistani. The proportion of pupils who speak English as an additional language is above average. The proportion of pupils with special educational needs and/or disabilities is above average. A greater than average proportion of pupils is known to be eligible for free school meals. The school has the Activemark award. A breakfast club is run by the school each morning.

Full delegated powers were returned to the governing body in 2009. Previously, these functions were carried out by an interim executive board. The headteacher has been in post for two years, following a period of uncertainty during which there were several changes of leader. The school benefits from partnership funding from Excellence in Cities, which helps with staffing costs.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****3****The school's capacity for sustained improvement****3**

## Main findings

Beechview is a satisfactory school. The headteacher has brought stability and developed a strong team spirit among staff, strengthening links with parents and carers. Pupils make satisfactory progress overall in their academic and personal development and in some cases progress is good. By the end of Year 6, taking a three-year trend, attainment is average, although it is on track to be a little lower in the present Year 6 because of the particular range of pupils' abilities.

The rate of progress is not yet consistently good overall because the quality of teaching and learning, although satisfactory, is variable in quality between subjects and teachers. The teaching of literacy is stronger than mathematics, because of greater structure in the way that pupils are taught to read and write. Pupils are not always confident in drawing on a range of skills to solve problems in mathematics, and sometimes the most-able pupils are not sufficiently challenged.

Pupils say they feel safe at school, especially since new fencing has been erected around the car park. They think that the rare instances of bullying are dealt with promptly by staff. Their behaviour is satisfactory. A new behaviour policy is being implemented successfully by most staff, although this is not always consistently applied. Pupils generally behave well in lessons, especially if the learning interests and engages them. There is occasional over-exuberant behaviour in the playground.

Pupils have a good understanding of healthy lifestyles and take plenty of exercise, as evidenced by the award of the Activemark. In response to parental requests, the school started up additional sports clubs for pupils and these are well supported.

Attendance has declined this year and is now broadly average mainly because of high absence during snow, a swine 'flu epidemic and two occasions when many of the pupils were absent due to religious observance. While the school works hard to reduce absence, leaders do not take every opportunity to remind parents and pupils of the importance of being in school. The school does not use a very wide range of strategies to promote attendance, but the overall pastoral care of pupils is good.

There are positive relationships between staff and pupils, and teachers always explain to pupils what they are going to learn. However, pupils are sometimes not clear what steps they have to take to complete tasks successfully, or fully understand their targets for improvement, as they are not given enough guidance about what the outcome should look like. Targets are not always challenging enough. The curriculum has undergone considerable recent development and is broader and more enjoyable for pupils. While there are clear links across subjects in literacy, these are not so well established in numeracy or information and communication technology (ICT). The impact of the curriculum on pupils' learning is satisfactory, but it does not always take sufficient account

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of their interests and aspirations, or study topics in sufficient depth to provide high-quality experiences.

The headteacher has strengthened the quality of the school's self-evaluation so that it is satisfactory overall. The headteacher has ensured that more regular monitoring of teaching and learning takes place. The school's tracking system, which had been inadequate in the past, has improved considerably and is beginning to be used as a helpful tool to identify how well pupils attain and make progress. Although, some staff are more skilled at this than others. Most subject leaders are new to their roles; they are enthusiastic and show clear vision although it is too early to see the full impact of their actions. Leaders at all levels are only just beginning to hold staff to account for the performance of pupils. The governing body makes a useful contribution to strategic planning and monitoring the implementation of the school's actions for improvement. The proportion of inadequate teaching has reduced considerably and more of it is good. These steady improvements give the school a satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure teaching is good or better to accelerate pupils' learning and progress by:
  - setting work that challenges all pupils, including those capable of high attainment, and gives them the skills to succeed, especially in mathematics
  - making sure pupils have aspirational targets they understand and know how to achieve
  - providing more links across subjects in numeracy and ICT
  - allowing pupils more time to study topics in greater depth
  - responding more to pupils' interests and aspirations.
- Improve the effectiveness of leaders and managers by:
  - developing the roles and responsibilities of subject leaders in holding staff to account for pupils' performance
  - building on the use of data to form accurate judgements about pupils' attainment and progress.
- Improve attendance to reach the national average by December 2011 by:
  - making pupils and parents fully aware about the importance of being in school
  - developing further strategies to promote attendance.

## **Outcomes for individuals and groups of pupils**

**3**

Pupils generally enjoy their lessons. One pupil said, 'I love all my subjects that I do!' Their enjoyment was evident when Year 5 pupils took pride in making close observational drawings of still life objects, focusing on tiny details. In Year 6, pupils were able to write interesting letters to a deity with their opinions on creation theory because they had been well prepared and equipped with the skills they needed. This is not always the case,

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especially in mathematics, where pupils are sometimes not clear how they can solve a problem because they sometimes lack the strategies to enable them to tackle and solve problems effectively.

Pupils with special educational needs and/or disabilities achieve satisfactorily, with an appropriate match of work to their levels, although at times adults offer too much help, reducing the impact on their independent learning. Pupils who speak English as an additional language are included well in lessons, with satisfactory provision to enable them to make the same progress as other groups.

Pupils of different ages mix well together and they have an awareness of right and wrong. They are inexperienced in debating and expressing their views and struggle sometimes to get their point of view across. Pupils respect one another's cultures and draw on each other's experiences. Pupils take responsibility as sports captains, helping out at the infant school and organising games. They have a say in staff appointments and help around the school on the school council, as librarians and other monitors. They contribute to their local community, taking part in a Remembrance Day parade. Pupils develop enterprise and team-building skills through special events such as 'money week', when they had to arrange all aspects of their class parties, including going to the shops to buy the food, and through residential visits. Their basic skills are broadly average by the time they leave the school and they are prepared satisfactorily for secondary school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Pupils are polite and usually responsive to teaching, especially when it is good. For example, Year 4 pupils were enthusiastic about making a persuasive argument as King Arthur, because the lesson was being presented in a lively and engaging way. However, the large majority of teaching is satisfactory. Some teaching challenges more-able pupils sufficiently well and lessons move on at a swift pace, but these features are inconsistent overall. Pupils are not always clear what they have to do, or how they will know if they have succeeded at their task. Assessment is satisfactory, with marking that usually shows pupils how to improve. Targets are occasionally too narrow, focusing on something like handwriting, rather than being aspirational enough to have a significant impact on pupils' learning. The curriculum interests pupils, but lacks depth at times, and opportunities for effective links can be missed, especially in applying their numeracy and ICT skills. Pupils enjoy taking part in 'community groups', when they undertake a different activity for an hour each week with pupils from other year groups. However, the time they spend on the activity is so limited that it is not possible to hone new skills to best effect or to produce high-quality work. Nonetheless, the main benefit is one of socialising.

The school supports well pupils whose circumstances make them vulnerable. The well-run breakfast club gives those pupils who attend a good wholesome start to the day. The school's learning mentor makes a valuable contribution to pupils' and their families' well-being. There is appropriate support for pupils with special educational needs and/or disabilities and for those pupils who speak English as an additional language. The school has been less successful at promoting attendance and showing tenacity in tackling the reasons for absence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher gives the school clear direction and has focused staff clearly on driving improvement forward. Inadequate practice has been challenged and resolved and appropriate systems put in place to track pupils' progress. Several of the changes are relatively recent, but the school is improving at a satisfactory rate. Expectations of the roles and responsibilities of subject leaders have been raised, particularly with regard to monitoring the quality of teaching and learning and holding staff to account for the progress pupils make. Many of these appointments are new and postholders are becoming established in their roles.

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Governance is now satisfactory with full powers over finance and personnel matters restored. There are some key vacancies in the governing body, such as vice chair, and some governors are newly appointed. The governing body is involved in strategic planning and monitoring the school's key priorities for improvement, growing in confidence in its duties.

The school's good partnerships with others make a positive contribution to strengths in its pastoral care, the promotion of healthy lifestyles and aspects of curriculum enrichment. Excellence in Cities funds additional staff and has enabled the school to sustain a learning mentor as well as subsidising the breakfast club. Strong links with the high school promote a range of sports, giving pupils opportunities they would not otherwise have. The school is fully inclusive and committed to equality of opportunity and eradicating discrimination. All groups of pupils make satisfactory progress and there are no gaps between different groups. All safeguarding requirements are met. Staff are trained up to date, and the correct procedures are in place. The school promotes community cohesion satisfactorily, having a good understanding of its local context, and reaching out well to different groups, which are also represented on the governing body. The development of pupils' understanding of cultures in other countries is not so well established.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

A slightly higher than average proportion of questionnaires was returned. All parents and carers who responded to the questionnaire agreed their children are safe, and almost all said they are happy at school. A few parents and carers expressed concerns about their child's progress and whether the school met their particular needs. Inspectors found that pupils make satisfactory progress, but there are variations in the rate of progress. The



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school meets pupils' pastoral needs well, but academically there is inconsistency in the quality of the provision.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beechview School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 74 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	50	36	49	1	1	0	0
The school keeps my child safe	38	51	35	47	0	0	0	0
My school informs me about my child's progress	27	36	44	59	2	3	0	0
My child is making enough progress at this school	26	35	34	46	11	15	1	1
The teaching is good at this school	31	42	35	47	5	7	0	0
The school helps me to support my child's learning	29	39	36	49	4	5	1	1
The school helps my child to have a healthy lifestyle	18	24	49	66	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	26	44	59	5	7	1	1
The school meets my child's particular needs	25	34	39	53	9	12	0	0
The school deals effectively with unacceptable behaviour	26	35	39	53	4	5	4	5
The school takes account of my suggestions and concerns	21	28	46	62	3	4	0	0
The school is led and managed effectively	28	38	38	51	5	7	0	0
Overall, I am happy with my child's experience at this school	33	45	38	52	2	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 January 2011

Dear Pupils

**Inspection of Beechview School, High Wycombe HP13 7NT**

Thank you for making us welcome when we visited your school recently. Beechview provides a satisfactory level of education, which means it does some things well and there are other things to improve. We enjoyed meeting you and hearing your views, as well as reading the surveys you filled in. You told us that you feel safe at school, and that you generally enjoy your lessons. You said sometimes you are not sure what you have to do, and at other times some of you find the work too easy. Here are some of the school's strengths.

- The school keeps you safe and teachers care about you, especially if you are having difficulties.
- You have a good understanding about healthy lifestyles and take plenty of exercise, please keep this up.
- You get on well together with pupils of all ages.
- You take part in a good selection of clubs and visits to places of interest.
- The adults work hard to make helpful links with other schools and organisations and you benefit from these.

Here are some things you need to improve. We have asked your teachers to give you work that really makes you think, and to show you what you have to do to meet your targets. We have asked them to help you understand what you are doing in mathematics in particular. We want you to find out more when you study topics and to have more of a say in what interests you. We have asked your teachers to give you opportunities to use your numeracy and ICT skills in different subjects in the same way that you practise your literacy skills. We have asked your teachers to keep a careful check on how you are doing. Some of you are not coming to school as often as you should, so we have asked your teachers to do all they can to work with you and your families to know how important it is to be in lessons.

You all can help by telling your teachers what you enjoy learning and by always working as hard as possible.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely

Nick Butt

Lead inspector

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