

Beechview School

Guinions Road, High Wycombe, HP13 7NT

Inspection dates

29—30 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
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Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures

- Leaders, managers and governors have not done enough to make sure that all pupils achieve as well as they should, so the progress of the pupils is too slow.
- Leaders have not made enough improvement since the previous inspection in assessing pupils' progress. As a result, they do not have an accurate view of how well each pupil is doing so as to guide teachers about what needs to improve.
- Most pupils do not have the necessary basic skills in reading, writing and mathematics which will prepare them for their next stage of education.
- Teachers do not manage behaviour well enough. A large amount of disruption in lessons adversely affects pupils' ability to concentrate and make good progress.
- Leaders have not checked the quality of teaching thoroughly enough to help teachers improve. Too much teaching requires improvement or is inadequate.
- In the majority of lessons work does not provide the right level of challenge and the pace of learning is too slow. In weaker lessons teachers spend too long talking and pupils lose interest.
- Governors have not used their knowledge of the school's strengths and weaknesses swiftly enough to challenge the leaders to make necessary and urgent changes.

The school has the following strengths

- Attendance has significantly improved and is now above average because of effective and regular checking on absences and stronger procedures.
- The marking of pupils' work helps some pupils to know how well they have done in their lessons.

Information about this inspection

- Inspectors observed eight teachers in the course of visiting 20 lessons or parts of lessons, including short visits to observe the work of groups of pupils. Four of the observations were carried out in partnership with the headteacher.
- Meetings were held with groups of pupils, members of the governing body and staff, and discussions were held with various representatives of the local authority.
- Inspectors studied the 16 responses to the online questionnaire, Parent View. Parents and carers were spoken to at the start of the school day and confidential letters were examined. Questionnaires from staff were also analysed.
- Documentation studied included: the school's self-evaluation; the school development plan; the school's records and tracking of pupils' attainment and progress; and reports on pupils with special educational needs and those entitled to additional pupil premium funding. Inspectors also analysed the work in pupils' books together with the headteacher.
- Other documents looked at included information relating to safeguarding and child protection, records of behaviour and records relating to the monitoring of teaching, including many visit notes from the local authority.

Inspection team

Claire Thompson, Lead Inspector	Additional inspector
Stephen Mellors	Additional inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This junior school is smaller than the average sized primary school.
- Just under half of the pupils are of White British heritage and the majority come from other ethnic backgrounds, particularly Pakistani.
- The percentage of pupils who are at an early stage of speaking English as an additional language is 28%, which is above that found in most schools.
- The proportion of pupils for whom the school receives the pupil premium funding (additional government funding for specific groups of pupils, including those known to be eligible for free school meals) is 44%, which is much higher than the national average.
- The proportion of disabled pupils and those with special educational needs, supported at school action, school action plus or with a statement of educational need, is just above average. The most commonly identified needs are behaviour, emotional and social difficulties, and moderate and specific learning difficulties.
- The school has not met the government's floor standard (the minimum expectation for pupils' attainment and progress) for the last two years.

What does the school need to do to improve further?

- Accelerate pupils' achievement by improving the quality of teaching in all classes by:
 - raising teachers' and other adults' expectations of what pupils can achieve through planning work that is sufficiently challenging and well matched to the needs of all groups of pupils
 - ensuring teachers make more regular and accurate assessments of pupils' learning and use the information to plan lessons which help all pupils reach higher levels of attainment and make faster progress in reading, writing and mathematics
 - introducing consistent ways for teachers to assess pupils' progress during lessons and to use this information to modify activities and tasks accordingly
 - ensuring that teachers do not talk for too long in lessons so that pupils can work more quickly at tasks by themselves and complete more work in their books.
- Improve the behaviour and safety of pupils by:
 - ensuring that the work interests the pupils, and that they are actively involved and concentrate well
 - improving the way pupils' behaviour is managed so that disruptions are not tolerated and pupils know they should use adult support to resolve any bullying issues
 - improving provision for pupils' spiritual, moral, social and cultural development
 - ensuring that the playground is more orderly and offers a secure place to play.
- Improve leadership and management by:
 - ensuring leaders urgently increase the pace of improvements with robust plans and clear, measurable targets which are checked frequently for their impact on pupils' achievements

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- making sure leaders with specific responsibilities identify the correct areas to improve, plan actions and check on their impact in order to improve pupils' learning in their subjects
 - implementing a thorough programme for checking the quality of teaching and learning, including scrutinising planning, observing lessons, talking to pupils and reviewing their work
 - ensuring that teachers' assessments and the school's data give a regular and accurate view of how well pupils are doing
 - improving systems for managing the performance of staff so teachers meet the expected professional standards and are held to account for how well pupils achieve
 - taking steps to eliminate all inadequate teaching and providing any necessary training
 - ensuring pupils' challenging targets are met because teachers know what pupils need to do to improve
 - improving the approach to teaching reading so pupils are more enthused to read and have better skills which they can use in all other areas of their learning.
- Improve the effectiveness of governance through ensuring the governors:
- gain a better understanding of the performance of pupils and require leaders to halt the declining pattern of pupils' underachievement
 - provide a relentless challenge to school leaders in holding them to account for improving the quality of teaching and learning, and the behaviour of pupils in lessons
 - check the impact of their decisions about the spending of the pupil premium funding more carefully.
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Inspection judgements

The achievement of pupils

is inadequate

- Pupils make inadequate progress from their below-average starting points in Year 3 and fall behind the standards expected for each year group. By the time they leave the school in Year 6 pupils' achievement is well below what is expected.
- Standards have continued to decline since the last inspection.
- Too many pupils do not read well and this provides a significant barrier to their learning effectively across all subjects.
- Pupils made insufficient progress in the large majority of classes seen. This was mainly because teachers failed to match activities to the needs and levels of ability of each individual or group and to manage pupils' behaviour well so that they focused on learning quickly and decisively. As a result of these serious weaknesses, all groups of pupils underachieve.
- Different groups of pupils including those with special educational needs, pupils from different ethnic groups and those who speak English as an additional language make inadequate progress. Some pupils get additional support from teaching assistants which enables them to learn well, but this practice is not consistent across the school. Pupils entitled to support through pupil premium funding also make similarly slow progress. The school allocates more money to support these pupils than is expected, yet actions taken are not robustly checked to ensure that it is spent effectively so that pupils do as well as they possibly can.

The quality of teaching

is inadequate

- The quality of teaching is inadequate because teachers do not use accurate information from their assessments to ensure that work is matched to pupils' different abilities. Ambitious targets have been set for pupils, yet these are not checked often enough to make sure that pupils are on track to make good progress towards them.
- Teachers do not regularly check how well pupils are doing during lessons. Slow progress was seen in many lessons because work was either too repetitive for more-able pupils or too difficult and not understood by less-able pupils who did not always feel listened to when they asked for help.
- Pupils spend too long as a class listening to introductions and explanations from the teacher and so do not have enough time to learn by themselves. In too many introductions to lessons, teaching assistants do not help teachers by dealing with some pupils' disruptive behaviour which is distracting others.
- Teachers interrupt pupils' work too often during lessons and this means that they get very limited time to concentrate on their work for a sustained period. Current priorities to improve teaching are focused on introducing clear learning objectives and ways of measuring success in each lesson. This action is not sufficient to improve pupils' progress because pupils do not have enough time to work by themselves and to finish their work.
- Reviews of progress during lessons are too often directed at the whole class instead of towards those pupils who need particular support in order to be successful. As a result, these pupils are not able to 'have a go' to show what they can do or to be able to make mistakes and learn from them.
- Pupils do not write and record work in books regularly enough because they do not have sufficient time to do so.
- Teaching in mathematics is often inadequate because the pupils work through a series of different topics without acquiring new skills in sufficient depth. This means that it is difficult for pupils to build securely on the skills they have learnt previously.
- Too few guided reading sessions ensure pupils improve their skills or foster a love of reading. This is seriously affecting how well pupils learn in other subjects.
- When good teaching was seen, teachers had strong knowledge of their subjects and inspired the pupils to behave well, concentrate and to work diligently.

The behaviour and safety of pupils are inadequate

- In Years 3 and 4, pupils are keen to do well and to enjoy their learning, especially when the learning is practical and gives them lots to do. By the time they reach Year 6, pupils generally show a lack of motivation to learn, do not apply themselves diligently to their tasks and do not show determination to succeed.
- Too often small groups of pupils in each class do not listen attentively to their teachers and this then stops others listening. Pupils frequently do this when they are bored because they are inactive for too long and uninspired by the content and approach of their lessons. Too much time is lost with pupils wandering about, chatting or taking a long time to settle and to focus on what has been planned for them. This often has a negative impact on the pupils who want to learn and work hard.
- Adults' responses to poor behaviour are not always effective. Some spend too long prompting pupils to listen or ignoring the distractions. Pupils commented that they do not always feel that adults deal with misbehaviour effectively enough so that they feel safe in their classes.
- Although the school has introduced a new behaviour policy with procedures for dealing with unacceptable behaviour, staff are still not good at engaging pupils' interest so that they willingly apply themselves to their learning and listen attentively.
- Pupils say that they usually feel safe. They are mostly orderly when they move around the school although overly boisterous behaviour was seen during lunch and play times, making some feel unsafe.
- Pupils have a good knowledge about bullying and know that there are occasions when this happens at school. Some pupils told inspectors that they prefer to 'sort things out for themselves' rather than go to adults when an issue arises, even though they know that staff will deal with bullying.
- Pupils' spiritual, moral, social and cultural development requires improvement because pupils have too few times when they are fascinated or inspired during their lessons. Pupils need too much direction from adults to manage their own behaviour and to get on well with each other.
- Pupils attend school more often than in the past; this is a significant improvement and attendance rates are just above average now. School leaders have introduced more effective checks to make sure that pupils come to school regularly and on time.

The leadership and management are inadequate

- School leaders have not successfully tackled the issues raised at the last inspection and pupils' achievement has declined. The only weakness that was successfully addressed was attendance.
- Recent judgements about the quality of teaching are inaccurate. The school's view in July 2012, following a review carried out by the local authority, was that too much teaching either required improvement or was inadequate and this is still the case.
- When appraising the performance of staff, leaders are too generous about the extent to which teachers meet the new Teachers Standards. School leaders' feedback to staff conveyed accurate judgements about the quality of teaching, but did not make it clear what teachers did well and precisely what they needed to do to improve.
- Leaders have not ensured that all groups of pupils, including those who are more disadvantaged, feel safe and make good progress. The school is not effectively fostering equal opportunities.
- Information about pupils' performance is unreliable as it depends too heavily on annual external tests and is of limited use in planning during the year or in holding teachers to account. Work in pupils' books too often fails to substantiate the levels given in the school's progress information. Leaders lack accurate information to check reliably on the progress of individual pupils and to identify those who need additional support.
- The local authority's review of the school in July 2012 identified a range of shortcomings: pupils'

underachievement; inadequate teaching; poor behaviour; and ineffective leadership. It led to an extensive package of support but this is not having sufficient impact. School leaders lack a clear sense of direction and are too reliant on external support.

- The recently introduced curriculum offers limited possibilities for progression across subjects, and does not ensure that pupils can apply their basic skills more widely.
- Well-organised procedures for child protection are established and include secure checks on adults as well as the provision of safeguarding and child-protection training for staff and governors.
- Leaders have been successful in raising staff morale and have eliminated some of the weakest teaching.

■ **The governance of the school:**

- The governing body meets its statutory responsibilities. Governors have some understanding of the school's strengths and weaknesses and about the quality of teaching but have not used this information well enough to challenge and hold school leaders to account for the declining standards, weak teaching and the poor behaviour of some pupils. Governors fail to drive forward improvements because of a lack of rigour in scrutinising the school's data. They do not ask enough searching questions about how well the school is doing and how it compares with other similar schools. Governors are involved in the management of the performance of the headteacher and staff, yet their views are currently too generous and everyone is allowed to progress through the salary scale, regardless of how well they perform and pupils achieve. The governing body manages the school's budget well enough to ensure that the school is solvent but has not made sufficient checks on the impact of pupil premium spending on pupils' achievements. The development of the governors' skills has been supported through attending local authority training; this has yet to have an impact in improving the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110521
Local authority	Buckinghamshire
Inspection number	405290

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

Type of school	Junior
School category	Foundation
Age range of pupils	7—11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Peter Dean
Headteacher	Beverley Pickett-Jones
Date of previous school inspection	25—26 January 2011
Telephone number	01494 527113
Fax number	01494 443583
Email address	office@beechview.bucks.sch.uk

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