

Beacon View Primary Academy

Allaway Avenue, Paulsgrove, Portsmouth, PO6 3PS

Inspection dates 11–12 December 2014

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Require improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not consistently good, particularly at Key Stage 1. This results in variability in progress in reading, writing and mathematics.
- Standards of writing are not high enough. Expectations of how much pupils should be able to write are too low. Pupils do not have enough opportunities to write in a wide enough range of subjects and contexts.
- The teaching of phonics (letters and the sounds they make) in Key Stage 1 does not build well enough on the good start made by children in the Reception class.
- Pupils' ability to solve problems is hampered by their inability to calculate quickly in their heads.
- Leaders are not targeting the additional funding for disadvantaged pupils precisely enough. Pupils' progress is not fast enough to enable them to catch up with their classmates.
- Adults do not always apply the school's behaviour policy consistently. This results in some low-level disruption and some unacceptable behaviour.
- The school's curriculum does not do enough to help pupils understand about different faiths, cultures and lifestyles. Hence, they are not prepared as well as they could be for life in modern Britain.

The school has the following strengths

- Recent strengthening of the school's leadership is improving the quality of teaching and bringing about faster progress.
- Pupils make good progress in reading and mathematics at Key Stage 2.
- Good provision in Nursery and Reception is resulting in children making good progress.
- There are good procedures in place to ensure that pupils are safe.
- The Academy Trust and the school's governing body have a very good understanding of the school. They have put in the training and support for leadership to enable the school to have good capacity to improve.

Information about this inspection

- Inspectors made 20 visits to classrooms to observe pupils’ learning. Senior leaders accompanied inspectors on many of these visits. Inspectors also spent time examining pupils’ work books. They also observed other aspects of the school’s work, including visiting an assembly.
- Meetings were held with members of the local governing body, including the chair, and with a Director of the United Learning, as well as with teachers and school leaders.
- Pupils took inspectors on a tour of the school. The inspectors met a group of pupils, listened to pupils read in Key Stage 1, and spoke to individuals in their classrooms about their work. They spent time in the dining hall and on the school playground, where they also spoke to pupils.
- Inspectors also spoke to parents at the school gate and looked at the school’s own parent survey. There were six responses to the online questionnaire (Parent View), which is too few for inspectors to take account of. They also reviewed one letter from a parent. Inspectors reviewed 23 questionnaire responses from staff.
- Inspectors looked at a number of documents, including the school’s own information relating to pupils’ achievement, and the school’s self-evaluation and plan of action. They considered records relating to behaviour and attendance and checks on teaching and documents relating to safeguarding. The inspectors also visited the school’s website.

Inspection team

Martin Marsh, Lead inspector

Additional inspector

Janet Simms

Additional inspector

Simon Botten

Additional inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- Beacon View converted to an academy in January 2013. The sponsor is United Learning. When its predecessor school, Paulsgrove Primary School, was last inspected by Ofsted, it was judged to be a good school.
- Two thirds of pupils are supported by the pupil premium (additional funding for pupils who are known to be eligible for free school meals and children who looked after). This is above average.
- The proportion of pupils who are disabled or have special educational needs is above average.
- Only a very small proportion of pupils belong to ethnic groups other than White British.
- The school arranges for two pupils to be educated at home.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school runs a breakfast club, which was visited as part of this inspection. There are also after-school clubs run by the school.
- Pupils attend the Nursery on a part-time basis.
- The school appointed three teachers new to the profession in September 2014.
- The headteacher from Southway Primary School, a local school within the United Learning, provides support for the school's leaders. As a result of the long-term illness of the substantive headteacher, he is currently the executive headteacher for two days a week. There is also an acting headteacher and a head of school.

What does the school need to do to improve further?

- Improve teaching and raise achievement, particularly at Key Stage 1, by:
 - making sure teachers have higher expectations of what pupils can achieve, particularly in writing
 - providing more opportunities for pupils to write for longer in different subjects
 - quickening the progress of pupils in Key Stage 1 in learning their letters and sounds
 - developing pupils' ability to calculate quickly
 - managing pupils' behaviour during lessons to eliminate any low-level disruption and unacceptable behaviour, so that pupils can focus on their learning and make better progress.
- Improve leadership and management by:
 - targeting funding for disadvantaged pupils more precisely so that the gap between them and their classmates closes more quickly
 - making sure that the school's behaviour policy is applied consistently by all staff
 - developing the school's curriculum so that pupils are even better prepared for life in modern Britain.

An external review of the school's use of the pupil premium is recommended in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Since the academy opened, leaders have been unsuccessful in securing teaching and behaviour that is consistently good. As a result, pupils are not making the progress of which they are capable. Recent improvements in leadership are remedying this, and teaching is improving. However, improvement is still needed, especially at Key Stage 1.
- Disadvantaged pupils are not closing the gap quickly enough with their classmates and similar pupils nationally. The funding is not targeted precisely enough to enable them all to quicken their progress. Where it is used effectively, for example in Year 6, the pupils catch up considerably.
- The school's provision overall for pupils' social, spiritual, moral and cultural development needs to improve. The school's curriculum does not promote pupils' understanding of different faiths, cultures and lifestyles widely enough. Consequently, the extent to which pupils are prepared for life in modern Britain is limited.
- Positive developments in other areas of the curriculum are making learning much more relevant for pupils, and boys in particular are responding well to this. Older boys were empathising with the German and British soldiers who left the trenches in Christmas 1914 to play a football game. Inspired by Michael Foreman's book *War Game*, they were producing good pieces of writing.
- The academy trust has strengthened the leadership of the school during the last year. This has involved making new appointments to the senior leadership team and providing high-quality training for existing leaders. Leaders of phases, and other middle leaders, are now fully involved in developing the quality of teaching.
- The headteacher of a local trust school is providing strong strategic direction for the school, and the whole school community is now pulling in the same direction. The significant improvements in progress in Nursery and Reception and the good progress being made by pupils in reading and mathematics at Key Stage 2 are evidence that the school has the capacity to improve.
- The school's self-evaluation is accurate and based on an accurate understanding of pupils' achievement. Plans are focused and there is a clear vision of what needs to be done to secure good and better achievement. The monthly checks on pupil performance hold teachers to account more rigorously and also enable leaders to identify quickly where pupils may be falling behind.
- Checks on the quality of teaching are also rigorous. Nothing less than good is acceptable and where it falls short, intensive support is provided. Teachers welcome the greater accountability. Teacher appraisal systems are good. The school is prepared to make difficult decisions if teachers do not meet the high expectations that are placed upon them.
- The school keeps careful track of the pupils who receive funding to be educated at home, ensuring that they are safe and making as much progress as they can.
- Parents spoken to during the inspection recognize the improvements that are being made. 'My child now wants to come to school,' was one parent's comment. The improved attendance of pupils also shows how parents and pupils are responding to the improvements being made.
- The additional government funding for sport is well planned and is improving the quality of coaching that pupils receive. Pupils commented on the greater range of sports they could now take part in. They understand how taking part in sport can help them keep healthy.
- The school's breakfast and after-school clubs are well managed. There is a good range of after-school sports and other activities which are well attended.
- **The governance of the school:**
 - The governing body is effective. Governors have a good understanding of where the school is in relation to other schools. They understand that the quality of teaching requires improvement and that progress is still variable., They also recognise the improvements that have been made. They make regular visits to the school to check on information that is being provided to them by senior leaders. Governors challenge effectively in meetings with school leaders. The Chair of Governors attends monthly meetings with senior leaders, the educational partner and the academy trust to discuss the progress the school is making.
 - Governors are aware that disadvantaged pupils are not doing as well as other pupils and that funding has not been used effectively enough. They welcome the recommendation for an external review of this aspect of leadership. Governors are involved about decisions related to teachers' pay and know how it must be linked to performance. They support the school well when it has to deal with teachers' underperformance.
 - The governing body works closely with the academy trust. They avail themselves of the opportunities

the trust offers for governor training and development.

- Governors ensure the school systems to keep children safe meet statutory requirements.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement. The school recognises that there is some low-level disruption in lessons and that the school's new behaviour policy is not yet being consistently applied by all adults.
- Adults do not manage the pupils' behaviour carefully enough in lessons and around the school. Pupils have to be told not to run in corridors, and some boisterous behaviour was seen in the playground. Pupils and parents all commented on how much behaviour had improved during the last year. Inspectors were impressed with how pupils used every opportunity they could to open doors for them.
- Attitudes to learning are improving as the quality of teaching improves. The improvements in the curriculum are engaging pupils much more and they are trying harder as a result.
- The school's prefect system provides younger pupils with good role models. The prefects take their responsibilities very seriously, as seen when organising younger children in the dining room. The school council meets regularly and has raised money to buy new playground equipment. Older pupils were seen organising games with younger pupils during lunchtime. All the pupils sat proudly in assembly as presentations were made to 'Stars of the Week'.
- The number of exclusions has reduced significantly. Analysis of the school's procedures for excluding pupils show that the sanction is applied appropriately. Parents appreciate the school's zero-tolerance approach to bad behaviour.
- Attendance is broadly average and improving. The school works hard to make sure that pupils arrive on time for school. The school follows up absence and lateness very carefully and has well-established systems in place to check on it.

Safety

- The school's work to keep pupils safe and secure is good. The school has a significant number of children whose circumstances make them vulnerable, and takes their safety extremely seriously. Child protection procedures are very thorough, and liaison with child protection partners is stringent. All staff, including all non-teaching staff, have regular training to ensure they can recognise signs of possible abuse and welfare concerns. Communication between leaders and all staff coming into contact with children is strong.
- There is very little bullying. 'It used to happen but it doesn't happen any more,' was one pupil's comment, and typical of many. Pupils understand what bullying is, and the older pupils have a good understanding of cyber bullying. The school's records, confirmed by what pupils told inspectors, show that racist and other prejudice-based incidents are very rare. This shows the school is successful in fostering good relationships and tackling discrimination.
- The trust takes very seriously its responsibility to ensure that the site is safe and secure and meets requirements related to health and safety.
- Older pupils are aware of how to stay safe on the internet. They understand the meaning of the 'SMART' acronym, used by the school to reinforce the need for care when using the internet (Safe, Meeting, Accepting, Reliable, Tell). Younger pupils are less sure about how to stay safe when using electronic media.

The quality of teaching

requires improvement

- Teaching requires improvement because sometimes, particularly in Key Stage 1, expectations of what pupils can achieve are too low. This results in pupils sometimes doing work that is too easy. Pupils told inspectors they would rather be challenged.
- Pupils get too few opportunities to write at length, especially in subjects other than literacy. They are not able to develop their ideas and wrestle with ways of expressing themselves, which limits their progress.
- In Key Stage 1, pupils do not build sufficiently well on their understanding of letters and the sounds they make (phonics) from their time in Reception. They are asked to read books which are sometimes either too easy or too difficult for them. This limits their enjoyment and confidence in reading, and slows down

their progress.

- In mathematics, pupils are not taught well enough how to calculate quickly in their heads. When they are set a problem they take too long to do it and often make simple mistakes.
- Marking and feedback give pupils a good idea of how well they are doing. An increasing number of pupils are making responses to teachers' comments and questions and are able to explain how they can improve their work. This is helping them to make faster progress.
- Teaching is stronger at Key Stage 2, particularly in reading and mathematics. In Year 6, pupils working towards Level 6 are expected to use the relationship between the sides of similar triangles to work out missing sides. Other pupils are being challenged to find the product of two- and three-digit numbers. Pupils rise to this challenge and, despite having difficulties, work hard and make good and faster progress as a result.
- Relationships between teachers and pupils are positive. The teachers work hard to create classrooms that engage pupils' interest. Every classroom promotes reading by having a well-stocked reading corner, with attractive displays which help to support interest in learning.
- Teachers plan learning around topics each term and are developing imaginative ways of engaging children. Pupils are encouraged to broaden their experiences and deepen their insights, helping them to know more about the modern Britain in which they live. In Year 4, for example, the autumn term topic 'Down on the Farm' is used to visit a farm, learn about farming in Britain, learn how to draw animals and understand the importance of thanksgiving at harvest time. Pupils say lessons are much more interesting and fun than they used to be.
- Additional adults in classrooms work well with groups, enabling them to take a full part in the lessons, especially for disabled pupils and those with special educational needs.

The achievement of pupils

requires improvement

- Progress in reading, writing and mathematics at Key Stage 1 and writing at Key Stage 2 is not fast enough and pupils do not achieve their potential.
- Attainment in reading, writing and mathematics in the 2014 statutory Key Stage 1 assessments was below national averages. Even given their relatively low starting points, this is not fast enough progress.
- At Key Stage 2, attainment in writing was below the national average. The pupils' starting points were very low when the academy started in January 2013. Pupil performance information indicates that progress in writing since then is not good enough. In contrast, pupils achieved broadly national averages in reading and mathematics, representing much faster progress.
- Last year, disadvantaged pupils were eight months behind their classmates in mathematics, six months in reading and nearly a year in writing. Compared to other pupils nationally they were six months behind in mathematics, eight months in reading, and well over a year in writing. Given their starting points, the progress of this group requires improvement. The school's data indicates that the progress of disadvantaged pupils currently at the school has improved and the gap is closing between them and their classmates.
- Pupils make a good start in learning to read in Nursery and Reception but the pace of learning slows in Key Stage 1. Despite this, only a small proportion of pupils have not passed the phonics screening check by the end of Year 2. Better teaching of reading in Key Stage 2 quickens pupils' progress and most pupils are capable readers by the time they leave the school.
- In mathematics, pupils are confident with written calculations but their ability to apply this to problem solving is hampered by their inability to calculate quickly.
- Most able pupils make similar progress to other pupils. When challenged with difficult work in mathematics at Key Stage 2, they make good and often faster progress and obtain higher levels. However, the same level of challenge is not routinely given in reading and writing so that progress is slower and not as many reach the higher levels of which they are capable.
- Disabled pupils and those who have special educational needs make similar progress to other pupils, as does the small proportion of pupils whose first language is not English. The extra help pupils receive enables them take a full part in the life of the school. As all groups of pupils are making similar progress, the school is successful in providing equality of opportunity for all.

The early years provision**is good**

- The progress in early years is good. Children enter the Nursery and Reception with skill levels that are significantly below what are typical for their age. The proportion reaching a good level of development at the end of Reception is below average but most are ready for Year 1.
- Teaching and provision for children’s learning both inside and outside the classroom are good. There are plenty of opportunities for pupils to read and write. Adults use every opportunity to help children learn their letters and the sounds they make. A small group of girls so enjoyed their phonics lessons that they chose to teach a group of boys their sounds in the same way as their teacher had earlier in the day.
- Good leadership of the area has correctly identified what children need to help them to learn at their best. Routines are well established and children listen and get involved in everything that is happening. Their behaviour is good.
- Parents spoken to during the inspection are very happy with what is being provided for the children. They value the approachability of the staff and the opportunities they are given to involve themselves in their children’s learning. Their children are kept very safe.
- When choosing activities, some pupils spend too long on their own on just one activity. This slows down their progress.
- The Nursery and Reception areas meet all statutory welfare requirements.

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	139065
Local authority	Portsmouth
Inspection number	447862

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	United Learning
Chair	Ian Fielder
Headteacher	Andrew Olive
Date of previous school inspection	Not previously inspected as an academy
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