

Beechview School

Guinions Road, High Wycombe, HP13 7NT

Inspection dates

9-10 December 2014

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

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils have made inadequate progress over time in reading, writing and mathematics. Standards are low.
- The most-able pupils do not make the progress of which they are capable. Too few pupils achieve the higher levels in reading, writing and mathematics.
- Pupils' basic mathematical skills and writing skills are below those expected for their age. They are not well prepared for the next stage of their education.
- Teaching over time has been inadequate.
- Leaders are not improving the quality of teaching rapidly enough. Teachers are not held to account for the progress of their pupils.
- Teachers do not adjust activities to meet the needs of pupils of differing abilities or check that they make good enough progress in lessons. They do not always require pupils to respond to marking in order to improve their work.
- Pupils are uninspired by teaching. Consequently, they lack motivation to give of their best in all learning activities. The pupils' behaviour for learning requires improvement.
- Leaders' improvement plans do not focus sufficiently well on improving pupils' achievement.
- Leaders do not check that funds, allocated to support disadvantaged pupils, are used effectively to close achievement gaps with other pupils.
- Leaders' evaluations of the school's effectiveness are inaccurate and too generous, paying too little attention to how well pupils are learning. The management of staff performance is ineffective. Curriculum plans for pupils' spiritual, moral, social and cultural development are underdeveloped.
- The Interim Executive Board (IEB) does not hold leaders to account for how well they carry out their responsibilities.
- Governors have not checked closely enough the links between staff performance and pay progression, or the spending of pupil premium funding.

The school has the following strengths

- Good relationships exist between adults and pupils. Pupils feel confident that adults will help them. Pupils are polite and courteous.
- Safeguarding procedures meet statutory requirements. Parents agree that their children are safe in school.
- Pupils enjoy coming to school. Attendance has improved and many pupils now attend regularly.
- Parents are supportive of the school.

Information about this inspection

- Inspectors observed 13 lessons, two of which were observed jointly with the headteacher. Inspectors also heard pupils reading and discussed their reading progress with them. A meeting was held with a group of pupils in Years 5 and 6.
- Meetings were held with the headteacher, other staff with significant responsibilities, two representatives of the IEB and two representatives from Buckinghamshire Learning Trust.
- The inspectors took account of 20 responses to Parent View, Ofsted's online questionnaire for parents.
- Inspectors also considered the 15 questionnaires returned by staff.
- Inspectors looked at a number of documents, including the school's own information on pupils' current progress, records showing leaders' checks on the quality of teaching, records relating to pupils' behaviour and attendance, and documents about how the school keeps pupils safe.

Inspection team

Elizabeth Farr, Lead inspector

Her Majesty's Inspector

Roger Easthope

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.

The school may not appoint newly qualified teachers.

Information about this school

- Beechview School is a smaller than average-sized junior school. Numbers on roll are declining steadily and the school is undersubscribed.
- When the school was last subject to a full inspection, it was placed in special measures.
- Following the last inspection, the headteacher left. The deputy headteacher assumed the role of acting headteacher and was appointed as substantive headteacher in March 2014.
- The headteacher has been absent for the majority of the autumn term. The headteacher of St Paul's Church of England Combined School and a retired headteacher have overseen the running of the school, supported by Buckinghamshire Learning Trust.
- Other senior leaders are relatively new in post. A recently appointed teacher, with responsibility for pupils with special educational needs, was appointed as acting deputy headteacher in February 2014. Another teacher was appointed as acting assistant headteacher in April 2014.
- The governing body was replaced following the last inspection by an Interim Executive Board.
- About two thirds of pupils are of minority ethnic heritage, which is above average. The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils who have special educational needs is above average.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for pupils in local authority care and pupils known to be eligible for free school meals, is above average.
- The school has not met the government's floor standards for 2014, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good or better by ensuring that teachers:
 - provide tasks that take full account of pupils' prior learning and have enough challenge for pupils of varying abilities
 - plan lessons which inspire pupils to learn as well as they can
 - make regular checks to assess accurately how well pupils are learning
 - give pupils opportunities to respond to advice given in marking and feedback.
- Accelerate pupils' progress in reading, writing and mathematics by making sure that they:
 - have more opportunities to apply mathematical skills to problem-solving activities
 - read more regularly to adults
 - have regular opportunities to write at length and put into practice the skills they are developing
 - always record and present their work accurately and with care.
- Improve the effectiveness of leadership and management, including governance, by:
 - including clear measures of success in plans, so that all leaders can more readily check the rate of improvement in teaching and learning

- making sure that procedures for managing teachers' performance are fully effective and staff are held to account for their impact on pupils' achievement
- ensuring that the checks that all leaders make on the quality of teaching take account of the progress pupils are making
- broadening and deepening the curriculum so that it fully meets the needs of pupils and develops their spiritual, moral, social and cultural understanding

- monitoring and evaluating the impact of pupil premium funding on raising pupils' attainment
- ensuring that governors hold leaders to account for the performance of the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

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

Inspection judgements

The leadership and management are inadequate

- The headteacher, governors and other leaders have not acted effectively to bring about the necessary improvements. Too little teaching is consistently good and so pupils' progress has remained poor over time.
- Leaders' own evaluations of the school's effectiveness lack rigour and their judgements are over-generous. Monitoring of the quality of teaching is ineffective. Leaders' checks give little consideration to how the quality of teaching has an impact on the progress made by pupils. Teachers are not always left clear about what it is they need to do to improve.
- The school's website does not meet statutory requirements because it does not detail the impact of pupil premium spending.
- Leaders gather copious information about pupils' progress in reading, writing and mathematics. However, this information is not organised, analysed or used strategically. Consequently, leaders do not align improvement actions to where they are needed most; plans are not linked sufficiently well to improving pupils' achievement.
- Middle leaders have made an energetic, enthusiastic start, introducing some new ways of working to colleagues. For example, the mathematics leader has introduced a new calculation policy which teachers are trialling. Many of these leaders are new to their role and consequently it is too early to see the impact their work is having on the progress that pupils make.
- In the absence of the headteacher, one of the acting headteachers has overseen the spending of additional sports funding. Leaders recognise that funding has not been used successfully in the past, as some additional activities have been of poor quality and failed to increase pupils' participation in sports. An action plan to ensure more productive use of funding is now in place but it is too soon to judge its effectiveness.
- The school aims to promote equality of opportunity but is not successful because many groups of pupils continue to underachieve. Leaders do not target pupil premium funding effectively. Plans provide no analysis of the needs of individual learners and actions are not always carried out; instead, plans focus on providing curriculum enrichment. Consequently, much funding is unspent and, therefore, not helping pupils to catch up quickly enough with reading, writing and mathematics.
- The curriculum does not consistently involve and interest the pupils. Literacy and numeracy are not developed well enough to raise standards.
- Opportunities to promote pupils' spiritual, moral, social and cultural development are sometimes missed. Consequently, pupils' understanding, for example, of modern British values and how they relate to their everyday lives, are weak.
- The school reports and records isolated racist incidents and staff deal with these effectively.
- Safeguarding arrangements meet current statutory requirements. Leaders have ensured that child protection systems are robust.
- The local authority has provided appropriate support, that has guided leaders and managers who are new to their roles, but this has not been sufficient to reverse a legacy of underachievement.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
 - The IEB has not held school leaders to account sufficiently well. As a result, the quality of teaching has not improved rapidly enough and too many pupils are still underachieving.
 - Governors do not have a clear picture of the quality of teaching and have not checked closely enough the links between performance management and pay progression. With only a limited understanding of the quality of teaching, the IEB has not ensured that decisions about teachers' salary progression are taken for the right reasons.
 - Governors have a clear view of the achievement of pupils at the end of Year 6. However, because leaders do not interpret and analyse progress data for current pupils in enough depth, governors are not clear how well particular groups are performing. In particular, they have no understanding of the effectiveness of pupil premium funding and its impact on the progress of eligible pupils.
 - Recently, new governors have been appointed to increase capacity.
 - The IEB now has the skills and expertise to understand there are weaknesses in the school's provision for pupils' spiritual, moral, social and cultural development but work to improve it has not started yet.
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 - The IEB reviews the school's key policies regularly and ensures safeguarding procedures meet current

requirements.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement.
- When tasks are not well matched to their abilities or lessons are not well organised, pupils display a lack of interest and general inattentiveness. Equally, too much weak teaching fails to spark pupils' interest and pupils complete tasks slowly, showing little motivation to do their very best.
- Pupils' work in books is often untidy.
- Leaders log incidents of poor behaviour. Records show that in some year groups the number of incidents has increased over the term.
- Older pupils act as play leaders for pupils in Years 3 and 4. Play leaders enjoy these additional responsibilities and are proactive, organising and running activities very effectively.
- Pupils are polite and friendly, and behave well towards one another.
- Parents note that behaviour has improved since the previous inspection, and inspectors agree. The majority of parents who responded to the online questionnaire are confident that pupils are well-behaved.

Safety

- The school's work to keep pupils safe and secure is good.
- Attendance has improved over recent terms, and for the majority of pupils it is now good.
- Pupils enjoy playtimes and adults are efficient at dealing with minor disputes or disagreements.
- There have been recent changes to the building and the perimeter fence. Pupils talk positively about these changes, noting that the site is safer than it used to be.
- Pupils have a good awareness of different types of bullying. They are confident that adults will help them if required. Pupils' understanding of e-safety awareness is particularly well developed.
- The majority of parents who responded to the online questionnaire, or spoke to inspectors, are confident their children are safe in school.

The quality of teaching

is inadequate

- Inadequate teaching over time has led to underachievement for most groups of pupils, including those from minority ethnic groups or those who speak English as an additional language. Despite recent improvements, too much teaching is still not good enough to ensure that pupils make the progress they should in order to make up for previous underachievement.
- Not all teaching is sufficiently motivating and appropriately challenging. Teachers do not always use information about what pupils already know, in order to meet their differing needs effectively. Too often, pupils of differing abilities complete the same tasks. For example, although the most-able pupils work with greater independence, they rarely complete more demanding tasks.
- Teachers do not make regular checks of pupils' understanding in lessons. While some pupils make repeated errors, others struggle to get going and many work sluggishly. Adults are not quick enough to respond and, consequently, pupils do not make the progress of which they are capable.
- The curriculum does not help pupils to develop their skills in writing and mathematics well enough. Pupils have too few opportunities to write at length in order to improve their grammar and punctuation skills. In addition, tasks in mathematics give little opportunity for pupils to apply their skills to problem solving.
- Lessons rarely build on previous learning and teaching does not encourage pupils to develop their skills and understanding in sufficient depth. Although pupils are happy to complete activities, few are inspired to give of their best. This is evident in the presentation of pupils' work. In many classes, handwriting and presentation shows little improvement over the term.
- Marking is regular, but variable in quality across the school. Some teachers provide encouraging comments and ask challenging questions of pupils. However, there is no expectation that pupils will respond to the teachers' comments in order to develop their understanding. Consequently, marking has limited impact on either addressing pupils' misconceptions or extending their thinking so pupils do not make rapid enough progress.

- There is not enough effective teaching of basic reading skills. Pupils do not read often enough to enable teachers to check and develop their understanding and fluency. That said, pupils are pleased with the school's new reading materials and say they are now more enthused by reading. Reading books are well-matched to pupils' abilities.

The achievement of pupils

is inadequate

- The achievement of pupils is inadequate. By the end of Year 6, standards are persistently low in writing, reading and mathematics for most groups of pupils. Too many pupils do not achieve the standards expected for their age.
- More able pupils do not make sufficient progress. The proportion of pupils who reached the higher levels of attainment by the end of Year 6 was significantly below national averages in 2014 for reading, writing and mathematics.
- Pupils make insufficient progress throughout the school. Progress is better in Years 5 and 6, but this is not sufficient to help pupils to overcome their underachievement from previous years where teaching was weak. Pupils fall behind in Years 3 and 4.
- Pupils, including those from minority ethnic backgrounds or those who speak English as an additional language, make slower progress in writing than in reading or mathematics. In addition, boys do less well than girls. Writing skills are underdeveloped and pupils have limited opportunities to write at length. Work in books shows little improvement over the term.
- In mathematics, pupils' computation skills are weak and below those expected for their age. For example, in a Year 6 mathematics lesson, although pupils could explain how to calculate the area of a rectangle, many struggled with multiplication calculations, so were unable to complete the task successfully. A lack of basic skills across the school means pupils' learning in mathematics is limited and lacks depth.
- In 2014, disadvantaged pupils in Year 6 were five terms behind other pupils in the school in mathematics, and three terms behind in reading and writing. They were five terms behind other pupils nationally in mathematics and reading, and four terms behind in writing. The school's records of disadvantaged pupils' attainment indicates these gaps are starting to narrow in some year groups, but not in all. However, leaders are not using this information to target intervention work where it is most needed.
- Pupils with special educational needs make similar progress to other pupils. The school is working more closely with external agencies to more accurately identify the needs of individual pupils and raise their achievement, but the impact of this work is not yet evident.

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	447700

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

Type of school	Primary
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Robert Gibbard
Headteacher	Claire Wapshare
Date of previous school inspection	29–30 November 2012
Telephone number	01494 527113
Fax number	01494 443583
Email address	office@beechview.bucks.sch.uk

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