

# Beamont Collegiate Academy

Long Lane, Orford, Warrington, Cheshire WA2 8PX

## Inspection dates

14–15 June 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The standard of education has improved since the last inspection and is now good. The principal and other school leaders have been effective in making the improvements required. Consequently, the school is a popular choice with parents and pupils and is oversubscribed.
- Pupils make better progress across a broad range of subjects than when the school was previously inspected. Pupils' progress in the majority of subjects was in line with national averages in 2016 and has improved further this year.
- Outcomes for pupils currently in the school are now typically good. Following disappointing results in 2016, the achievement of pupils in geography and mathematics is now improving, although leaders recognise that there is more work to be done.
- School leaders use pupil premium and special educational needs and/or disabilities funding increasingly effectively. As a result, outcomes for these pupils are now good and their behaviour and attendance are strong.
- School leaders have high expectations of behaviour. Consequently, attitudes to learning are positive and conduct around the school site is good. Pupils say that the school is a safe place where bullying is rare.
- Teaching has improved since the previous inspection because training is well planned and effective. Teachers assess pupils' knowledge and understanding accurately and use this information to plan activities that challenge and motivate most pupils. However, leaders recognise that the most able pupils are not always provided with work that is hard enough.
- Pupils' attendance is a strength of the school, including for disadvantaged pupils, and is better than that of other pupils nationally.
- Pupils follow an appropriate and aspirational curriculum. At key stage 4, pupils are offered a broad range of subjects, including academic and vocational qualifications. The choices that pupils make sustain their interest and meet their needs.
- Careers guidance is well led and of a high standard. Consequently, the numbers of pupils moving on to appropriate next steps in education, employment and/or training, including disadvantaged pupils, has increased since the previous inspection. In 2016 every Year 11 pupil progressed to further education, employment and/or training.

## **Full report**

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

- Improve the quality of teaching, learning and assessment and so further raise standards of achievement by ensuring that teachers consistently challenge the most able pupils to reach the highest standards.
- Further improve pupils' outcomes across a range of subjects, particularly in mathematics and geography, by continuing to strengthen the quality of leadership and teaching in these areas.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The principal and other school leaders are highly effective and because of this the school has improved since the previous inspection. The principal has a clear vision of the school's strengths, and knows where it needs to improve further and how to achieve this. The good capacity that exists in the school's leadership means that the school is well placed to continue improving.
- School leaders, including governors, have an accurate and up-to-date view of the school. They are clear about its strengths and weaknesses and are tenacious and imaginative in their drive to improve the school further. Improvement plans are monitored regularly and thus contribute to ongoing improvements.
- Parents recognise the good leadership and high standards at the school and because of this it is popular and oversubscribed.
- Underperformance is recognised and challenged quickly and effectively. The performance management of staff is effective, because targets set are robust and based upon pupils' success. Staff and school leaders are eligible for pay progression only if these targets are met. The appointment of new staff, including teachers and leaders, is rigorous because senior leaders say that they will recruit 'nothing but the best'.
- Pupil premium funding is used increasingly effectively. School leaders plan and assess the impact of actions regularly and because of this, disadvantaged pupils from all year groups and starting points benefit from the funding. The attendance of disadvantaged pupils is better than other pupils nationally, and their behaviour in school is good. They are encouraged to have high aspirations. All disadvantaged pupils moved on to further education, employment and/or training in 2016. All disadvantaged pupils participate in extra-curricular activities, which include horse riding and rowing options. The progress of current disadvantaged pupils across a broad range of subjects is good.
- The expenditure of the Year 7 catch-up funding is effective. School leaders plan the curriculum to ensure that pupils who join the school with low levels in speaking and listening, reading, writing and mathematics catch up. These measures are planned and taught effectively and because of this, almost all pupils who begin the school with low levels of literacy and numeracy make good progress.
- School leaders ensure that the curriculum provides pupils with the best range of qualifications and opportunities when they leave the school. Leaders have increased the range of subjects which pupils study. For example, all pupils in key stage 3 now study a modern foreign language. At key stage 4, pupils can choose options from a wide range of academic and vocational subjects, which now includes biology, chemistry, physics, French and Spanish. Subjects where leaders felt that pupils were not appropriately challenged or would not derive benefit post-16 have been discontinued.
- The quality of subject leadership overall is good. Leaders make use of regular assessments and other information to review and improve outcomes, teaching and attitudes to learning effectively. Senior leaders have identified that this has not consistently been the case in geography and mathematics, and consequently pupils'

performance has not been as strong. Senior leaders are now providing effective additional support for leadership in these areas. The leadership of teaching, learning and assessment has improved since the previous inspection. Consequently, teaching is often good or better, including for disadvantaged pupils and boys. Leadership in geography and mathematics has improved this year, and this is having a positive impact on the quality of teaching and outcomes for pupils. However, school leaders recognise that greater consistency is still required in these subjects.

- Extra-curricular opportunities are a strength of the school. All pupils participate in these activities. Pupils are very positive about the experiences they are offered and say that they enjoy and value the quality, diversity and the impact they have. Activities include the Duke of Edinburgh's Award, sign language classes, rowing, horse riding and rugby league. There are also clubs to promote pupils' interest in science, technology, engineering and mathematics.
- School leaders maintain a sharp focus on the well-being and success of pupils who have special educational needs and/or disabilities. The leadership, management and support for these pupils are very strong.
- The curriculum to develop pupils' spiritual, moral, social and cultural knowledge and fundamental British values is a strength of the school, because it is well led and managed. Pupils say that they value learning about respect for the views and cultures of others in lessons, assemblies and other activities.

## **Governance of the school**

- Governors have had a positive impact on improving the school since the last inspection. They recognise the school's strengths and the areas in which it needs to continue improving. Governors monitor the school improvement plan regularly, and assess the impact that the principal and school leaders make. Governors bring highly relevant expertise and knowledge to their work. For example, several are school leaders. Consequently, they ask challenging and informed questions where necessary, to bring improvements required into sharp focus.

## **Safeguarding**

- The arrangements for safeguarding are effective. The culture of safeguarding among staff and pupils is strong and effective. Staff are trained regularly and effectively, so they are vigilant in keeping pupils safe. Pupils say that they feel safe in school because they are taught how to recognise risks and keep themselves safe, including from online risks and extremism. Pupils know how to report risks to staff, and have confidence in the online safeguarding alert e-mail system which school leaders have introduced.

## **Quality of teaching, learning and assessment**

**Good**

- Teaching is good across a broad range of subjects and in all year groups. This is because most teachers regularly plan activities that interest and challenge pupils, including boys, disadvantaged and middle-ability pupils. Consequently, these pupils are interested in their learning activities and make good progress from their starting points.

- School leaders, including governors and the principal, have a sharp focus on ensuring the best outcomes for disadvantaged pupils and those who have special educational needs and/or disabilities. Leaders monitor the teaching, learning and assessment of these groups regularly and ensure that any additional support that pupils require is identified quickly. Consequently, the teaching of these pupils has improved since the last inspection.
- Teachers' assessment is consistent and effective. Pupils are made clear about the strengths of their work. Time and support is provided by teachers for pupils to reflect upon, correct and learn from mistakes. Consequently, most pupils make strong progress because of good assessment across a broad range of subjects.
- Teachers plan and employ a range of questioning techniques, which support most pupils in developing a detailed and sophisticated knowledge of the topics they study. In English and French, pupils write extended pieces of work with accuracy and confidence at a good standard, because of the preparation they receive through questioning.
- Parents say that they value the homework their children are given because it is set regularly and it plays an important role in their learning.
- Literacy is taught well across a range of subjects and year groups. School leaders have adapted the curriculum and appointed specialist teachers in key stage 3 to support pupils who join the school with low levels of literacy. These strategies have helped pupils to catch up.
- There is a strong culture of reading in the school. Pupils read regularly and confidently in lessons and for pleasure. For example, pupils with low starting points in Year 7 and most-able boys in Year 8 read well, because they are taught well and enjoy reading. Pupils discuss ideas and knowledge with confidence and complexity. As a result, they produce strong examples of extended written work across a broad range of subjects.
- The training programme provided by school leaders to improve the quality of teaching and learning in the school is thorough, well planned and effective. Training has focused on areas requiring improvement identified by the previous inspection report, such as the progress of disadvantaged pupils. Teachers, including those who are newly or recently qualified, say that they value the training programme because they are well supported in improving their teaching.
- School leaders are aware that, despite improvements this year, teaching in mathematics and geography is not yet as consistently effective as in the rest of the school. They have also recognised that pupils with above-average starting points are not always challenged sufficiently. Consequently, these pupils do not always make such strong progress. Leaders have plans underway to build on improvements now being made in these areas.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils value the thorough programme of learning planned by school leaders to teach spiritual, moral, social and cultural development and fundamental British values. Pupils

develop their beliefs and attitudes in lessons, assemblies and through a range of other events. For example, the television screens located throughout the school, in corridors and other public areas presented up-to-the-minute information throughout the period of the 2017 general election.

- Pupils feel safe and well supported. They are adamant that leaders and other staff have the safety and welfare of pupils at their heart. This is reinforced by the curriculum, which includes well-being and stress reduction sessions. Pupils say that they value how they are taught how to remain healthy, maintain a good diet and stay fit. Pupils say that, because of the positive culture and effective teaching, the school is a happy, diverse and tolerant community.
- Pupils and parents say that bullying is rare, including racist and homophobic bullying. School leaders have introduced an online bullying reporting system, which is advertised throughout the school building. Consequently, pupils say that they know how to report bullying quickly and anonymously. They also understand how to identify the varied types of bullying and other potential concerns which they should report. Pupils say that bullying is dealt with quickly and effectively.
- Careers education is planned well and is a strength of the school. Pupils recognise the thorough, high-quality and impartial support that they receive. Careers education is a focus in all year groups, with pupils contributing to a personalised careers pathway from key stage 3 onwards. This supports pupils in making good choices in subjects that they follow at key stage 4. It also ensures that they are fully prepared for their next stage of education, training or employment. Consequently, in 2016, all pupils who left the school moved on to recognised education, employment and/or training.
- School leaders have reviewed the alternative provision offered to pupils this year. This is led and managed very effectively. The personal development, attendance, behaviour, safeguarding, curriculum and outcomes of the small number of pupils who attend alternative provision are all good.

## **Behaviour**

- The behaviour of pupils is good.
- Pupils' behaviour is a strength of the school. Consequently, almost all pupils, parents and teachers are extremely positive about behaviour. Pupils are supported by the high expectations and standards set effectively.
- Pupils' behaviour is supported by the 'Staff and Student Charter', which leaders share visibly throughout the school. Pupils are well behaved around school and at break and lunchtime. They are courteous, polite and confident. Pupils are punctual to lessons, keep corridors and the playground clear of litter and wear their uniform smartly.
- Pupils behave well in lessons because teachers have high expectations and plan activities that meet the needs, interest and abilities of pupils. The positive relationships between pupils and also between pupils and teachers are a strength of the school and supports good learning. Pupils say that good behaviour, for example when speaking in French, has made them more confident. Pupils usually enjoy their learning and take care to present their work neatly and effectively.
- School leaders are uncompromising in their insistence upon high standards of

behaviour. Support for pupils who are at risk of exclusion, including permanent exclusion, is effective. Exclusions are well below national averages for pupils, including those who are disadvantaged and those who have special educational needs and/or disabilities.

- Leaders have an unswerving focus on good attendance. As a result, high levels of attendance are a strength of the school. There is a range of support, intervention and reward measures which are highly effective. Consequently, rates of attendance and persistent absence of pupils are better than the national average and continue to improve.
- The attendance and behaviour of pupils who have special educational needs and/or disabilities is well managed. As a result, these are good and continue to improve.

## Outcomes for pupils

**Good**

- Pupils' outcomes have improved since the previous inspection, when they were below national expectations. Outcomes for pupils currently in the school are now good. In 2016, the progress pupils made was in line with others nationally across a broad range of subjects. The outcomes of current pupils have improved further. This is because the principal, governors and other school leaders have taken effective action to ensure that teaching meets pupils' needs, abilities and interests.
- School leaders, including governors, monitor the progress of pupils in all year groups regularly and rigorously. Leaders have invested in training for teachers. External marking and moderation ensures that assessments are accurate for pupils in all year groups. Pupils who are not achieving well are identified quickly and supported effectively. Consequently, most current pupils have good outcomes across all year groups across a broad range of subjects.
- Information shared by school leaders shows that most groups of pupils in Year 11 are making better progress in almost every subject than a year ago. School leaders recognise that outcomes for high-ability pupils, and in mathematics and geography, can improve even further.
- Pupils who have special educational needs and/or disabilities are making good progress from their starting points. Teachers' training to support the progress of these pupils has been effective because the leadership of this area is impressive.
- Outcomes for disadvantaged pupils have improved this year and are now good. They are making good progress across a broad range of subjects and across all year groups. School leaders, including governors, monitor and discuss the progress of disadvantaged pupils regularly and identify any areas where they could do even better. Consequently, they make good progress.
- Pupils who enter Year 7 with attainment that is below average in English and mathematics make good progress. The extra help they receive includes additional reading and mathematics sessions and a carefully managed curriculum which improves their speaking, listening and writing effectively. This support is well led and managed well and ensures that these pupils catch up.
- The progress of current pupils with low and mid-starting starting points is good across a broad range of subjects. The outcomes of pupils with above-average starting points

has improved. However, school leaders recognise that for the most able pupils to attain the highest standards, more challenge is required in some subjects.

- In geography and mathematics, the progress of current pupils has improved but is not yet as good as in other subjects. School leaders are aware of these outcomes and have plans in place to improve the achievement of pupils in these subjects further.



## School details

Unique reference number	139196
Local authority	Warrington
Inspection number	10032205

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

Type of school	Secondary
School category	Academy special sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	805
Appropriate authority	The governing body
Chair	Mrs L Waterson
Principal	Mr A Moorcroft
Telephone number	01925 579500
Website	<a href="http://bca.warrington.ac.uk">http://bca.warrington.ac.uk</a>
Email address	<a href="mailto:mail@bca.warrington.ac.uk">mail@bca.warrington.ac.uk</a>
Date of previous inspection	24–25 February 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11. The school does not meet the government's definition of a coasting school.
- The proportion of disadvantaged students and those supported by the pupil premium is much larger than the national average.
- The number of pupils who have special educational needs and/or disabilities supported by the school is above the national average. The number of pupils who have a statement of special educational needs or an education, health and care plan is well above the national average.

- A very small number of pupils attend alternative provision, at Warrington Wolves Alternative Provision.

## Information about this inspection

- Meetings took place with school leaders, teachers, and members of the governing body.
- Discussions were held with pupils to gather their views on issues including safeguarding, bullying, behaviour, teaching and careers guidance.
- Inspectors examined a range of supporting documentation such as the school’s self-evaluation, the school’s improvement plan, the school’s assessment information, minutes of governing body meetings, attendance and behaviour records and safeguarding documentation.
- Inspectors considered 42 responses to the staff questionnaire and 253 responses to a parental questionnaire provided by school leaders. There were no responses to the pupil questionnaire.
- Inspectors conducted learning walks and lesson observations across a range of subjects and year groups. They were accompanied by school leaders on some of these lesson observations.
- Inspectors scrutinised the work in pupils’ books by undertaking work analysis with school leaders.

## Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Sheldon Logue	Ofsted Inspector
Osama Abdul Rahim	Ofsted Inspector
Rochelle Conefrey	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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