

# Inspection of a good school: Bluecoat Beechdale Academy

Harvey Road, Bilborough, Nottingham, Nottinghamshire, NG8 3GP

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Inspection dates:

11 and 12 October 2022

## Outcome

Bluecoat Beechdale Academy continues to be a good school.

## What is it like to attend this school?

This is a happy, caring school. Pupils feel safe. Staff are proud of their pupils and enjoy working with them. The school rewards pupils for being kind, curious, resilient and positive. That is 'the BBA way'.

The school wants every pupil to aim high in education and in life. The curriculum aims to bring the richness of the world into the classroom. Teachers support pupils to make ambitious choices for future work and study.

Pupils' learning extends well beyond the classroom. They have opportunities to be sports leaders, to make props for the Royal Shakespeare Company and to visit universities. At breakfast club, pupils get set for the day with a bagel and a chat. There is a range of clubs where pupils can discover and develop their interests. At the after-school study centre, pupils study independently or with help from staff.

Expectations are high. Pupils know where they stand because expectations are very clear. Classrooms and corridors are calm and orderly. Most pupils behave well and want to learn. Bullying is rare and staff deal with it swiftly. If they need it, pupils get effective help to improve their behaviour.

## What does the school do well and what does it need to do better?

Leaders have established a culture of belonging and self-belief in this learning community. They have designed an ambitious curriculum. All pupils study a wide variety of subjects in key stage 3. In key stage 4, they choose from a range of academic and vocational courses. An increasing number of pupils study a language and either history or geography. Leaders support bilingual pupils to gain qualifications in their home language.

Subject leaders have thought carefully about the important knowledge pupils will learn. They have set up meaningful opportunities for pupils' cultural understanding to grow. Teachers know their subjects and their pupils well. Most present new knowledge and

ideas clearly. Most teachers check pupils' learning and give feedback that pupils can use to improve their learning. Where the curriculum is taught consistently well, pupils produce work of a high quality. However, not all subjects have a fully consistent approach to teaching their curriculum and pupils' work varies. Leaders have clear plans to continue to develop these subject areas.

There is a whole-school approach to teaching reading. The form-time reading programme includes a diverse range of themes and writers to challenge pupils' thinking. Pupils who need help to improve their reading get effective support from well-trained staff. Many teachers provide pupils with opportunities to improve their writing skills in lessons.

Leaders have brought about rapid improvements to the provision for pupils with special educational needs and/or disabilities (SEND). Teachers get the right information to support pupils.

Pupils are friendly and polite. Most behave well and treat each other with respect. Teachers do not tolerate disruptions to learning. Pupils said that expectations are clear, rewards are frequent and staff are fair. A small number of pupils who struggle to manage their behaviour get high-quality help. Staff think carefully about how best to support individual pupils and involve parents.

Levels of punctuality are high. Attendance is improving. However, some pupils do not attend as well as they should. Leaders provide very effective support for pupils when this is the case. Despite this, some pupils' attendance remains low. Leaders know that they must continue to engage with parents and carers to ensure pupils are in school and learning.

There is a varied programme of careers advice and guidance. Pupils are wellprepared for their next steps in education, training or employment. Leaders recently improved the curriculum for personal, social and health education (PSHE). It is well planned but it is not yet fully embedded. There is an extensive enrichment programme. Leaders seek out opportunities that meet the needs of their pupils.

Leaders from the trust know the school well. Staff said that leaders are considerate of their workload. Staff value the training that leaders provide to improve the curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and pupils all contribute to a strong culture of safeguarding. Staff are welltrained. Pupils learn to keep themselves and others safe. When they have worries, they seek help or advice from adults.

Safeguarding leaders are knowledgeable and skilled. They know pupils and their families very well. They know the challenges that their pupils might face. They have established highly effective partnerships with external agencies, including the police and health services. They offer a range of effective support for pupils' welfare and mental health.

Trust recruitment and safeguarding systems have been carefully designed to strengthen safeguarding arrangements.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the curriculum is not consistently well delivered. Where this is the case, pupils' work is not of the same high quality seen in other subjects. Leaders must ensure that staff support pupils to embed key concepts, use knowledge fluently and develop their understanding, so that they produce high-quality work in all subjects.
- The delivery of the PSHE curriculum is not yet consistently effective. Not all pupils value the PSHE provision. Leaders must ensure that the intended PSHE curriculum is implemented effectively, so that pupils value the programme and their learning improves.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, ['disadvantaged pupils'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140369
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10227264
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	907
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alison Taylor
<b>Principal</b>	Sarah Bailey
<b>Website</b>	<a href="http://www.bluecoatbeechdale.co.uk">www.bluecoatbeechdale.co.uk</a>
<b>Date of previous inspection</b>	9 February 2017

## Information about this school

- The school is part of Archway Learning Trust.
- The school uses three unregistered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, other leaders, staff and pupils. They met with leaders from Archway Learning Trust.
- Inspectors carried out deep dives in these subjects: English, geography, maths and Spanish. For each deep dive, inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors visited lessons from other subjects, form time and an assembly. They visited the breakfast club, the study centre and some of the school's clubs.
- The lead inspector visited 'Aspire', the school's behaviour support provision. She also spoke to a representative of one of the alternative providers used by the school.
- Inspectors scrutinised a range of documents, including those relating to safeguarding and behaviour.
- The lead inspector held a meeting with a member of the board of trustees and a member of the academy advisory board.
- Inspectors considered the views of pupils, parents and staff through discussions during the inspection and the Ofsted surveys.

### **Inspection team**

Aoife Galletly, lead inspector

His Majesty's Inspector

Teresa Roche

Ofsted Inspector

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