

# Inspection of Beechview Academy

Guinions Road, High Wycombe, Buckinghamshire HP13 7NT

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Inspection dates: 2 and 3 February 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils like their school and say that children are usually kind to each other. Older pupils say that the school is calmer than it used to be. Pupils report that bullying is rare because teachers deal with it quickly. As one stated, 'You are not allowed to be rude. It is wrong and makes people feel sad.' At breaktime, 'Pupil Play Leaders' demonstrate responsibility by looking after equipment and the playground dome. They are proud to help the school community.

Nurturing relationships between staff and pupils are built on trust and positive communication. Pupils understand that the adults are there to help them. This contributes towards the friendly atmosphere within the school.

Pupils are proud of their school and feel that they belong to the community it serves. Pupils take pride in earning points for their 'house' and aim to be 'star of the week'. Older pupils willingly support younger ones in their mixed-year house groups. House captains help set up for assembly and total house points earned each week. Pupils view these roles as a privilege and are very proud to help. Pupils want to do well in class and respond positively to leaders' high expectations.

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

Parents and pupils recognise that leaders have made key improvement to the school in recent years. Leaders are determined to prepare all pupils for their next stage of education as well as possible. The systems they have developed to do this are appropriate but are not yet well embedded enough, or monitored closely enough, for this ambition to be fully realised. Leaders are clear on the further improvements required and balance these carefully with a consideration of staff workload.

As yet, leaders have not ensured that there is a complete and sequenced curriculum in all subjects. In mathematics, the important knowledge that pupils need to know has been clearly identified and ordered. This means that pupils have good mathematical knowledge and achieve well. However, in most other subjects, while leaders have identified the long-term aims of what pupils will learn, they have not precisely identified the smaller steps needed to get there. Consequently, teachers are not clear on what detail should be taught over a sequence of lessons, meaning pupils' knowledge does not build logically over time. Also, teachers do not use assessment consistently in order to identify gaps in pupils' prior knowledge. This means that in some subjects, pupils find it difficult to apply what they have previously learned. Pupils with special education needs and/or disabilities (SEND) are well supported. Leaders check that teachers know pupils' identified needs well and adaptations are made.

Pupils explore books that include diverse authors and characters. Teachers use these stories to deepen pupils' knowledge of people and places. However, pupils who require additional support to learn to read are not getting the consistent help they need. Leaders have recently chosen a phonics programme but have not yet adapted

it well enough to ensure that all pupils become confident and fluent readers. Not all staff have had the training they need to deliver phonics expertly. This includes ensuring that staff who deliver reading interventions can confidently use appropriate and helpful strategies.

Pupils are taught to respect others. The 'Emotional Resilience Group' is popular and helps pupils to regulate their own feelings and understand those of others. A range of sporting and other clubs are available. Funded places ensure that all can participate. School trips, including residential trips, visit a wide range of destinations. Leaders ensure that all pupils are included. This includes a visit to a local farm that links with the school's farmer's market. Here pupils learn about healthy eating and retail.

Behaviour in the school is calm. Pupils are keen to learn, and teachers make sure they complete their work. Leaders have identified that a small minority of pupils struggle to manage their behaviour. When needed, appropriate support is put into place to help these pupils improve their focus and attention in class.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have identified any safeguarding risks in their local area and have trained staff to recognise these. Teachers know pupils well and are able to quickly identify concerns. Vulnerable pupils are regularly highlighted by leaders, ensuring that staff are knowledgeable and vigilant. Leaders and teachers record any incidents in detail. Trust leaders check these records for appropriate follow-up and conduct analysis to identify any patterns which are used to inform future staff training.

Pupils are taught how to stay safe and are confident that any adult will help them if they need it.

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

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

- The curriculum does not identify and order the knowledge that pupils need to learn precisely enough. This means that teachers are unable to systematically build and assess pupils' knowledge over time. Leaders must ensure that detailed and robust plans are developed and check that they are consistently used by all teachers.
- Leaders have not provided staff with the training they need to expertly support pupils who find reading more difficult. As a result, these pupils do not have the phonics knowledge they need to rapidly become fluent readers. Leaders should make sure that all staff supporting delivering the phonics programme receive the training they need to be confident practitioners.

## 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>	142609
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10257071
<b>Type of school</b>	Junior
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Holding
<b>Headteacher</b>	Laura Parry-Woolner
<b>Website</b>	<a href="http://www.beechview.bucks.sch.uk">www.beechview.bucks.sch.uk</a>
<b>Dates of previous inspection</b>	18 to 19 June 2019, under section 5 of the Education Act 2005

## Information about this school

- There has been a change in senior leaders since the last inspection. This includes a new headteacher, who took over this role in September 2022.
- The school is part of the Marlow Education Trust.
- The school runs both before- and after-school provision for pupils.
- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 senior leaders, staff, pupils and representatives of the local governing body, including the chair and members of the multi-academy trust,

including the chief executive officer. An inspector also spoke with a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and science. For each deep dive, they discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work. Inspectors also discussed other subjects with leaders and look at curriculum planning and resources. The lead inspector also heard pupils read.
- Inspectors considered the 54 responses to Ofsted's Parent View questionnaire, including 27 free-text comments. They also took account of the responses to the confidential staff survey. The views of pupils and staff were gathered and also considered throughout the inspection.

To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leader, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with governors.

### **Inspection team**

Ed Mather, lead inspector

His Majesty's Inspector

Michelle Lower

His Majesty's Inspector

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