

Inspection of a good school: Beech Green Primary School

St James, Quedgeley, Gloucester, Gloucestershire GL2 4WD

Inspection dates: 19 and 20 April 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Leaders want pupils to do well. Recent revisions to the curriculum have identified more precisely the knowledge that leaders want pupils to learn. However, these changes are very new, and it is too early to see the impact on pupils knowing more and remembering more.

Pupils are keen to learn and enjoy being challenged. They work well together and are enthusiastic when discussing their learning with one another. During break times, pupils mix well across the age groups. They like the improvements to playground resources and use these to play actively and creatively outside.

Pupils show respect for one another in lessons. They listen carefully and respond well to instructions. Where teaching is precisely matched to pupils' starting points, learning is rarely disrupted. Staff are skilful at helping any pupils who struggle to behave well.

Pupils' emotional well-being is a key priority for staff. Parents appreciate the opportunities to visit the school. They find the information sessions on behaviour and special educational needs and/or disabilities helpful. This is having a positive impact on pupils' readiness to learn.

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

Leaders have accurately evaluated their curriculum and made important changes. This is very recent and necessary work. Leaders have identified the essential knowledge and vocabulary they want pupils to learn. For example, in history, they have sequenced the knowledge pupils need to learn to be able to understand the concept of how men's and women's roles have developed through different time periods.

Subject leadership is not yet fully developed. As a result, leaders' ambition and expectations in the curriculum are not consistently realised. In too many subjects, leaders do not check effectively enough how well pupils learn. They do not have an accurate picture of whether pupils know more and remember more over time.

Leaders have not addressed the weakness in mathematics identified at the previous inspection well enough. Pupils do not apply their knowledge to reasoning or problem-solving well enough. The mathematics curriculum lacks the breadth to challenge all pupils.

Teaching in mathematics and the wider curriculum is not matched precisely enough to what pupils already know. Some pupils, including some with SEND, do not learn as well as they could because they are not building on what they have learned before.

This is not the case in reading. Leaders ensure that pupils follow a rigorous and sequential reading curriculum. Staff have a clear and shared vision for every pupil to enjoy reading and to read with fluency and accuracy. Staff have good subject knowledge in phonics and reading. They deliver the phonics programme with consistency. As a result, pupils, including those with SEND, learn to read well. Leaders have designed their own transition programme for pupils who complete the phonics programme. Pupils continue learning to read more complex texts by successfully applying and building on what they have learned. Pupils of all ages enjoy reading.

Staff feel that leaders consider their workload when making decisions. They feel valued by leaders. Staff feel supported by leaders to manage behaviour. Training and work with external agencies help them to meet the needs of pupils, including those with SEND.

Pupils have a good understanding that people are all different. They respect the fact that people have different opinions and beliefs. Pupils have opportunities to take on roles of responsibility, such as the 'play makers'. They enjoy contributing to the positive playtimes by supporting other pupils. Leaders make good use of local visitors to support the curriculum. Good links with the police have supported pupils' knowledge about online safety and bullying.

Governors have a good oversight of leaders' actions. They use the information they gather to challenge and support leaders. Governors' understanding of the impact of subjects such as reading and mathematics is strong. However, they are less clear about how well pupils learn in the wider curriculum. Governors are committed to ensuring the curriculum secures wider personal development for every pupil.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make safeguarding pupils their highest priority. They are aware of the needs of their pupils and families, and do all they can to get them the help they need. Leaders ensure that all staff know the signs of abuse. They record and report concerns using well-established systems. These records mean that leaders have swift access to important information. Leaders work well with a range of external agencies. They are confident to

challenge when these agencies' decisions and actions are not having the desired impact on pupils. Recruitment and employment are well managed by leaders.

Pupils feel safe. They feel confident to tell an adult if they have a worry.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not having the impact on pupils' learning that leaders intend. Pupils are not always able to recall prior learning, which means they struggle to learn more over time. Leaders must ensure that the revised curriculum helps pupils to know more, remember more and do more.
- Teaching does not always make effective use of assessment, particularly in mathematics and the wider curriculum. This means that not all pupils, including some with SEND, build on what they already know. Leaders should ensure that assessment is used to match learning precisely to pupils' individual starting points, so that all pupils learn well across the curriculum.
- Leaders' checks on the implementation of the curriculum are not consistently effective. As a result, pupils do not always learn as well as they could. Senior leaders need to make sure that subject leaders develop their skills, to ensure that all teachers deliver the curriculum well.

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 November 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

Unique reference number	115600
Local authority	Gloucestershire
Inspection number	10269072
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	The governing body
Chair of governing body	Katie Tucker
Headteacher	Julie Poulson
Website	www.beechgreenprimary.co.uk
Date of previous inspection	28 and 29 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector held meetings with the headteacher, deputy headteachers, the special educational needs coordinator, curriculum leaders, and teaching and support staff.
- The inspector met with governors, including the chair of governors, and with a representative from the local authority.
- The inspector met with the designated safeguarding leads to discuss how pupils are kept safe in school. She considered the school's recruitment procedures, staff induction

and training, records of concerns and their engagement with external agencies. The inspector also spoke with staff and pupils throughout the inspection.

- The inspector listened to pupils read to an adult.
- The inspector observed pupils' behaviour in lessons and around the school site. In addition, she met with pupils informally and formally to hear their views.
- The inspector considered responses to Ofsted's online questionnaire, Parent View, including free-text responses. She also took into consideration responses to the staff and pupil surveys.
- The inspector examined a range of documentation provided by the school, including documentation relating to safeguarding.

Inspection team

Angela Folland, lead inspector

His Majesty's Inspector

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