

Inspection of Beechwood Primary School

Ambleside Close, Woodley, Reading, Berkshire RG5 4JJ

Inspection dates: 14 and 15 November 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sally Hunter. The executive headteacher of the school is Chris Cole, who is also the chief executive officer of the academy trust. This school is part of The LDBS Frays Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer and overseen by a board of trustees, chaired by Angie Brett.

What is it like to attend this school?

Pupils are proud of their school. They know the school's values and can explain how these are taught within the curriculum. Pupils take on roles and responsibilities such as school councillors, prefects and house captains, which help them to grow in confidence. Pupils learn about democracy and can relate this to choices that they make in school, such as voting for rewards and playground equipment. Pupils enjoy debating questions in balanced ways. In lessons, most pupils are highly motivated and have positive attitudes to their learning. They take turns when working together and respond well to adults' instructions. Pupils with special educational needs and/or disabilities (SEND) are supported well.

Pupils enjoy the range of clubs and activities available to them that include drama, archery, football and netball. They value the house point system and are excited by the chance to earn 'Golden Tokens' in recognition of being responsible and thoughtful. Pupils respond well to the newly developed curriculum and enjoy their lessons. However, despite recent improvements, some curriculum subjects are not yet securely embedded. This means pupils do not yet learn as well as they should.

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

The curriculum has not impacted on pupils' learning effectively in some areas. The school has identified the precise knowledge pupils will learn but pupils do not yet build their knowledge and vocabulary securely. Staff do not always check what pupils know precisely enough. This leaves pupils with gaps in their knowledge and understanding in these subjects.

In some key subject areas, such as phonics, the curriculum is designed and implemented well. The school is ambitious for all pupils to be successful with their reading. Staff are trained to deliver the phonics scheme effectively. Children learn to read from the first days of Reception and are beginning to move through the phonics programme successfully. Reading books that pupils take home are closely matched to the sounds that they have learned. Pupils enjoy daily story times and the opportunity to read to adults regularly. Staff check pupils' phonics knowledge precisely. If any pupils fall behind, they get support, such as one-to-one tuition, which helps them to catch up. Although the most recent outcomes in reading for pupils in key stage 1 are low, pupils are already beginning to show improvements in their learning.

In early years, staff rightly prioritise communication and language. They use engaging texts and rhymes to help children develop their speaking and listening skills. Staff and children have very positive relationships. Adults question children with warmth and a deliberate focus on building children's vocabulary. The learning environment is used effectively. Pupils talk confidently, with well-designed classroom areas that support rich conversations through the range of resources and materials. Staff use careful prompts and questions to support children with new learning. This helps children to understand new language quickly and securely. Early reading is

taught systematically, which helps children to develop a love of reading over time. Overall, children in the early years are achieving well.

The school is ambitious for pupils with SEND. The curriculum is adapted carefully to help pupils with SEND build the knowledge and skills that they need. Precise support in lessons builds on pupils' prior knowledge. Staff check what pupils with SEND know and help pupils achieve their targets. Staff training is appropriate and matched to pupils' needs, such as specific support for pupils with physical development needs. Overall, pupils with SEND achieve as well as their peers.

The school knows its strengths and areas for development. Trustees and governors are highly reflective about the recent positive improvements to the curriculum and the school overall. Leaders are passionate and committed to the school. Almost all staff value the school's efforts to help them manage workload. Most parents are supportive and recognise the positive recent changes and how these are beginning to have an impact on how well pupils are learning.

Most pupils' behaviour is positive and respectful. A small number of pupils who need extra help with their behaviour receive this sensitively and thoughtfully. Staff have high expectations and support behaviour at the school consistently and fairly. Suspensions are used rarely but appropriately. The school works with alternative providers to help pupils be increasingly successful during their time in school. This has helped behaviour to improve over time. Pupils feel safe. They are proud to take on responsibilities such as play leaders, who help younger children at breaktimes and lunchtimes. Staff know pupils and their families well. They support pupils so that they attend regularly and work with families effectively if there are any barriers to attendance.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum has recently been reviewed and a new approach has been implemented, which is already having a positive impact. However, pupils' do not currently achieve as well as they should overall. The school must continue its sharp focus on pedagogical approaches across all subjects and support all pupils in developing the knowledge and skills that they need.
- Staff do not check pupils' understanding across all subjects consistently well. This means pupils have some misconceptions and gaps in their knowledge that are not addressed effectively enough. The school should ensure that assessment identifies what pupils know and that teachers use this information effectively.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147023
Local authority	Wokingham
Inspection number	10296523
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	Board of trustees
Chair of trust	Angie Brett
CEO of trust	Chris Cole
Headteacher	Sally Hunter
Website	www.beechwoodprimaryschool.com
Date of previous inspection	Not previously inspected

Information about this school

- Beechwood Primary School opened as a sponsor-led academy on 1 September 2019 as part of the LDBS Frays Academy Trust. When its predecessor school, also called Beechwood Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school currently uses one registered alternative provider and two unregistered alternative providers.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff, pupils and representatives of the board of trustees, including the chair. The lead inspector also spoke with the chief executive officer and members of the local governing body.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, art and design, computing and geography. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.
- Inspectors considered responses to the Ofsted Parent View questionnaire. They also took account of the responses to the confidential staff questionnaire, as well as the views of pupils that were gathered throughout the inspection and through the pupil questionnaire.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Carl McCarthy, lead inspector	His Majesty's Inspector
Matthew Clark	Ofsted Inspector
Alison Robb-Webb	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023