

Inspection of Ormiston Beachcroft Academy

35 Finchley Road, London NW8 0NW

Inspection dates: 30 April and 1 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

The principal of this school is Michelle Burgess-Allen. This school is part of Ormiston Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mr Tom Rees, and overseen by a board of trustees, chaired by Dr Julius Weinberg. There is also a Director of Alternative Provision and Special Schools, Mr Wasim Butt, who is responsible for this school and three others.

What is it like to attend this school?

Pupils who attend this school are well supported and supervised. They are kept safe. Staff expect pupils to concentrate on their learning and help pupils to do this. Pupils gradually gain confidence about what they can achieve and develop trusting relationships with staff.

Many pupils here develop the skills they need to transfer successfully back into mainstream settings. What they learn at this school enables them to catch up on what they have missed academically and manage their behaviour better than before.

Pupils enjoy a culture of mutual respect at this school. Staff are kind and listen to pupils. Typically, pupils describe the school community as being like a family. Occasionally, there are disputes between pupils. Staff deal with these quickly in the moment and they support pupils afterwards to sort out any differences calmly. Reports of bullying are rare, and pupils are confident that staff help manage any incidents.

Those who stay at the school for a longer term are supported to achieve well academically so that they can continue their learning beyond the academy. Pupils learn about careers and post-16 options through workshops, college visits, work experience days and expert individualised advice.

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

The school has implemented a broad curriculum that includes a wide range of subjects. Staff have devised a simple and effective approach to learning that suits pupils' needs. This enables pupils who enter at various points in the school year to access learning. Pupils revisit and deepen their understanding of key concepts collected under a larger theme. For example, when studying 'Othello', pupils learn about concepts such as xenophobia, racism and jealousy as they explore different scenes in their lessons.

Teachers are knowledgeable and explain things clearly. Typically, they set tasks that enable pupils to learn, practise and apply key knowledge. This means that pupils remember more over time. Sometimes, however, activities set in lessons are not well considered and do not maximise pupils' opportunities for learning.

Teachers are skilled in adapting teaching so that all pupils access learning. Staff regularly check what has been learned and understood. Over time, and with staff encouragement, pupils build up their confidence and take a real interest in their learning.

Generally, pupils produce work of a high quality. Staff have very high expectations of what pupils can achieve. They work hard to equip pupils with a broad range of qualifications. This helps to fully prepare pupils for their next steps and pursue their ambitions.

The early reading programme is designed to support pupils for the short time they are in the school. Leaders implement and follow an approved phonics scheme with precision. This means that pupils develop their fluency in reading, supporting a smooth return back to mainstream settings.

The success of pupils at this school hinges on the positive professional relationships developed between staff and pupils. These are complemented by careful systems to support routines and maintain safety around the school. Pupils are very well supervised and managed on site. Staff are highly trained in de-escalation techniques, enabling them to effectively support pupils if and when they become dysregulated.

Staff carefully track any incidents of negative behaviour and adapt future learning if necessary. For example, if staff notice an increase in a particular type of conduct concern, this is addressed with pupils in personal, social, health and economic education (PSHE) or appropriately chosen workshops.

In the Westminster Education Centre, staff have robust systems to track pupils' progress against very clearly defined behaviour targets. These are shared with pupils and parents and carers and demonstrate when pupils are ready to return to their mainstream settings. In the main school, the behaviour system is less clear. Staff use sanctions and rewards successfully. However, targets for pupils' behaviour are not as specific to pupils' needs. Some pupils are not held as routinely to account for their own behaviour.

Attendance has been a key focus for the school. Staff work with families and external services to encourage regular school attendance. Many pupils improve their attendance over time here, but attendance is an ongoing priority for the school.

In addition to a range of educational visits, pupils participate in workshops with performing arts companies and galleries and attend after-school clubs. They also take part in a range of activities at breaktimes, including basketball, football and board games. These activities are well supervised by staff and enable pupils to develop their social skills. Pupils also discuss difficult relevant scenarios and how to keep themselves safe through PSHE lessons.

The trust and local governing body work together effectively with a very clear focus on school improvement and meeting local needs. Leaders from local schools and the local authority highly value the work done at the school to support vulnerable pupils across the area. Staff well-being and workload are well considered and school staff at all levels feel supported and developed by expertise and systems provided by the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, staff set activities in lessons that are not purposeful and do not support pupils fully in their learning. This hinders pupils' learning. The school should ensure that all staff set work for pupils that has a clear purpose and is focused on aiding pupils' learning.
- For some pupils, targets for behaviour are not specific to their needs and abilities. Sometimes, this affects how well pupils behave. The school should refine its behaviour systems to ensure all behaviour targets are specific to pupils' needs and abilities. It should ensure that pupils are given the support they need to help them deal with their emotions and feelings and be fully prepared for life beyond the school.

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 special educational needs and/or disabilities (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	140806
Local authority	Westminster
Inspection number	10290257
Type of school	Alternative provision
School category	Academy alternative provision converter
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	Board of trustees
Chair of trust	Dr Julius Weinberg
Principal	Michelle Burgess-Allen
Website	www.oatlondonacademies.co.uk/academies/beachcroft/
Dates of previous inspection	21 and 22 September 2022, under section 8 of the Education Act 2005

Information about this school

- The academy is part of the Ormiston Academies Trust.
- The current principal has been in post since the start of the autumn term 2022. The former principal continues to work with the school as regional director.
- The school provides full-time education for pupils who have been permanently excluded and those at risk of permanent exclusion from their mainstream schools. The school provides a timed turnaround provision for younger pupils to help them reintegrate back into mainstream education.
- The academy also includes the Westminster Education Centre. This provides temporary placements for pupils at risk of exclusion from their mainstream schools and accommodates up to 16 pupils at a time. The address is 3–7 Third Avenue, W10 4RS.
- The primary and secondary phases operate separately.
- The school does not make any use of alternative provision.
- Many of the pupils who attend the school have complex social, emotional and behavioural needs.

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English and early reading, mathematics and information technology. To do this, they met with subject leaders, held discussions with staff and pupils, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspection team met with senior leaders, a selection of subject leaders, teachers and support staff.
- The lead inspector met with a representative from the trust and the chair of the local governing body. The lead inspector also spoke with a representative from the local authority and a local headteacher who has pupils at the school.
- 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.
- The views of pupils, parents and staff were considered through discussions and their responses to Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector

His Majesty's Inspector

Sahreen Siddiqui

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 children looked after, 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 2024