

Inspection of a school judged outstanding for overall effectiveness before September 2024: Beaconsfield High School

Wattleton Road, Beaconsfield, Buckinghamshire HP9 1RR

Inspection dates: 3 and 4 December 2024

Outcome

Beaconsfield High School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Christina Bond. This school is the only school in the Beaconsfield High School single academy trust. The trust is overseen by a board of trustees, chaired by ShreeRam Ranganathan.

What is it like to attend this school?

Pupils are very proud of their welcoming and happy school. Staff 'dare' them 'to be remarkable'. Pupils understand that this does not just apply to academic results. Indeed, it is more about their character and becoming a rounded individual. Consequently, they participate enthusiastically in the many extra-curricular activities on offer. They are keen to contribute to the school community and so take on responsibilities willingly.

The curriculum is inspiring and academically rigorous. Pupils, including those with special educational needs and/or disabilities (SEND), embrace the school's high expectations and enjoy learning. They are very successful in public examinations and extremely well prepared for future learning.

Pupils' exemplary behaviour contributes to the school's positive culture, as do their thoughtful and respectful relationships with others. Sixth-form students are excellent examples to younger pupils in this regard. Pupils are at the heart of all the school does. Staff know them extremely well as individuals. Pupils feel empowered to speak up because they feel listened to.

Parents and carers strongly support the school. They embrace the balance staff have struck between high academic standards and the care shown to pupils' well-being. Many parents spoke of their child 'thriving' at the school.

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

Subject staff are very knowledgeable. They have clearly identified what pupils must understand at each point in the curriculum. Consequently, the curriculum is skilfully sequenced from Year 7 to Year 13. It prepares pupils extremely well for next learning steps, but also enables them to explore themes beyond the minimum requirements of examinations. For example, there are explicit links made to potential careers or real-world applications. In all key stages, the curriculum is taught to a very high standard. Teachers skilfully select approaches and resources, which help pupils to embed learning and also inspire them to explore subjects and themes more deeply. Staff introduce new content and concepts precisely. Pupils practise applying them with tasks that become increasingly demanding over time. Staff routinely check understanding and provide helpful feedback. As part of 'daring' pupils to 'be remarkable', staff support them to develop the skills and attention to detail they need to become confident and independent learners. From Year 7 onwards and across all subjects, pupils approach learning enthusiastically and produce high-quality work.

The school identifies the different needs pupils may have. Staff receive helpful information, which they use to make skilful adaptations to teaching approaches for individuals as necessary. Pupils appreciate the support they receive. Very occasionally, pupils follow carefully selected curriculum programmes matched to their individual needs.

Staff ensure pupils explore diverse and demanding texts, both in lessons and for pleasure. The school identifies pupils who may need support reading the range of ambitious texts used across the curriculum. Staff have various support strategies at their disposal, which they can use to help individual pupils. Consequently, they quickly read fluently and widely.

The school's pastoral care is a strength. Staff provide very effective support for pupils if they are facing particular issues. Where necessary, the school will work proactively with experts and other schools to ensure that individuals or groups receive the help they need. This includes providing specialist training for staff. This is evident in the schools' work to support pupils' mental well-being. Consequently, pupils know that staff have their best interests at heart and trust them to help if necessary.

Pupils' personal development has a very high priority. Staff ensure that activities are fully inclusive so that there are no barriers to participation. This includes extra-curricular, personal, social, health and economic (PSHE) and careers activities. The PSHE curriculum is carefully and ambitiously sequenced from Year 7 to 13. Pupils learn how to navigate the complex world they live in, including online. They explore contemporary social issues, such as diversity and fundamental British values, both in theory and practice. For example, pupil voice has led to concrete developments, such as the school allotment. The comprehensive careers programme introduces pupils regularly to a wide variety of partners from the world of work, education and training. Consequently, pupils are thoroughly prepared for the future. After the sixth form, many go on to prestigious university and apprenticeship destinations.

Trustees know the school very well and share its ambition to support all pupils to be successful, happy and 'remarkable' young people. They provide strong support and challenge to the school, not least linked to safeguarding and equality. Staff receive high-quality professional development to nurture their talents and interests. Staff appreciate the consideration shown of their workload and well-being. They feel valued and are extremely proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 graded the school to be outstanding for overall effectiveness in 11–12 December 2019.

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	140893
Local authority	Buckinghamshire
Inspection number	10341776
Type of school	Grammar (selective)
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Girls
Number of pupils on the school roll	1249
Of which, number on roll in the sixth form	349
Appropriate authority	Board of trustees
Chair of trust	ShreeRam Ranganathan
Headteacher	Christina Bond
Website	www.beaconsfieldhigh.bucks.sch.uk
Dates of previous inspection	11 and 12 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school is the only school in the Beaconsfield High School single academy trust.
- The school uses one registered and one unregistered alternative provision.
- 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

- Inspections are a point-in-time evaluation 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 the headteacher and other senior staff.
- The lead inspector met with three members of the board of trustees.
- To evaluate the quality of education, inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors spoke with several groups of pupils and also considered pupils' opinions expressed through the pupil questionnaire.
- Inspectors observed pupils' behaviour at breaktimes and lunchtime.
- To evaluate the effectiveness of safeguarding, 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' interest first.
- Inspectors met with groups of staff and also considered the opinions expressed through Ofsted's online staff survey.
- Inspectors took account of the views expressed through Ofsted Parent View.

Inspection team

Mary Davies, lead inspector	Ofsted Inspector
John Burridge	Ofsted Inspector
Jane Cartwright	Ofsted Inspector

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