

Beacon View Primary Academy

Allaway Avenue, Paulsgrove, Portsmouth, Hampshire PO6 3PS

Inspection dates

28 February – 1 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The highly effective and ambitious headteacher embodies the high expectations and determination of leaders and staff to improve the outcomes for pupils at Beacon View Primary Academy. Standards of teaching and the outcomes of pupils have improved since the last inspection.
- Leaders, governors and representatives of the trust know the school well. They use a range of performance information effectively to hold leaders to account for standards of teaching and pupils' outcomes. However, the pupil tracking system does not enable them to evaluate the progress of some groups of pupils effectively enough.
- Overall outcomes are good. Following a period of underachievement, pupils currently at the school are making strong progress and are catching up. As a result, a greater proportion of pupils are achieving age-related expectations. However, too few pupils in Year 3 and Year 4 are on track to attain age-related expectations at the end of key stage 2.
- Pupils are safe and happy at school because staff have high aspirations for pupils and have effective safeguarding processes. Although the overall care for pupils is good, persistent absence remains too high.
- Leaders and teachers have developed a broad and balanced curriculum that engages the pupils and meets the requirements of the national curriculum.
- Teaching is effective. Teachers have high expectations and use assessment information to plan stimulating and interesting lessons for pupils. As a result, pupils learn well and make strong progress.
- Behaviour has improved significantly since the last inspection. Pupils play and learn well together in lessons and at breaktime. Although pupils are well behaved in lessons and do as teachers ask, they do not consistently demonstrate positive attitudes to learning itself.
- High-quality leadership, good teaching and an interesting curriculum in the early years have resulted in effective and caring provision, which enables children to achieve well.
- Most-able pupils do not make enough progress in reading, writing and mathematics because the expectations of leaders and teachers are not high enough and pupils' learning is not sufficiently deep.

Full report

What does the school need to do to improve further?

- Improve the achievement of those pupils who underachieved previously so that they achieve age-related expectations in reading, writing and mathematics at the end of key stage 2 by:
 - using assessment data effectively to identify those pupils who need to catch up
 - using assessment information to identify the gaps in their learning
 - providing effective support to enable the pupils to make accelerated progress.
- Improve the achievement of the most able pupils by ensuring that:
 - teachers' expectations are high enough and they plan learning that is sufficiently challenging
 - teachers plan lessons that are challenging and enable more pupils to learn at a greater depth.
- Improve leadership and management so that leaders and governors:
 - are able to effectively evaluate the achievements of key groups of pupils such as those who have special educational needs and/or disabilities
 - provide up-to-date information for parents on the academy website.
- Improve attendance by reducing the number of pupils who are persistently absent from school.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors have taken effective action since the last inspection and secured significant improvements in pupils' progress, standards of teaching and the behaviour of pupils.
- The headteacher exemplifies the school culture of high expectations of all, pupils and adults, and the drive for continued improvement. She continues to develop the skills and capacity of other leaders in the school. As a result, the overall leadership capacity has improved and the school is well placed to sustain the improvements already made and secure further school improvement.
- The headteacher and school leaders have also ensured that all staff consistently implement school systems, policies and processes. This has made a significant contribution to improving standards of teaching and pupil outcomes, most markedly in the behaviour of pupils.
- The headteacher is uncompromising in her high expectations of teachers and school staff and her support of them. Consequently, the staff share leaders' vision for the school and work hard to ensure that their pupils make good progress.
- Leaders provide a range of effective support for staff, including coaching, peer reviews, monitoring and feedback, bespoke and whole-school professional development, subject-specific guidance and advice. As a result, the overwhelming majority of staff feel valued and supported. This has undoubtedly contributed to improved standards of teaching and better outcomes for pupils.
- Leaders have made improvements to the performance management arrangements of staff and they are now effective. Leaders give considerable time to the process and it has contributed to high levels of staff engagement with leaders. However, the performance management arrangements have not yet had a demonstrable effect on pupil progress.
- Following the last inspection leaders recognised that the curriculum did not meet the needs of the school and the pupils. Leaders acted promptly and introduced a curriculum that covered the national curriculum areas and engaged the pupils in their learning. Particularly effective are the 'hook' days where pupils engage in a day designed to capture their interest, motivate them and get them to engage wholeheartedly in their learning. For example, over the Christmas holidays teachers sent some pupils a postcard. The card told them that they were going to be explorers and that they should come to school prepared for a day outside in cold weather, exploring and building shelters.
- Leaders regularly review and evaluate the curriculum. For example, they recognised that it needed to be revised if pupils were to develop their skills effectively over time and if subjects were to be covered evenly. Again, leaders have taken prompt and effective action revising the themes on a termly basis. As a result, the curriculum is well organised and continues to support the improved and strong progress of pupils.
- The leaders make strong provision for pupils' spiritual, moral, social and cultural development. The curriculum plan ensures that they run through each theme and that

teachers take advantage of meaningful links to place learning in a context that pupils can relate to, such as the work of the school council or visitors to school. Leaders and teachers use trips away from school very effectively to develop pupils' understanding of Britain beyond their immediate environment. Leaders have used the same overall approach to ensure that pupils have a good understanding of British values. In addition, they robustly tackle any behaviour contrary to British or school values.

- Leaders know the school very well, including those areas that need to be improved. They use a range of monitoring, followed by feedback effectively, to improve standards of teaching and learning across the school. They also regularly use assessment information to track pupils' progress and to identify those individual pupils who are underachieving and need additional support. However, leaders are not able to evaluate the progress of groups of pupils effectively, such as those who have special educational needs and/or disabilities, because of the limitations of the electronic tracking system introduced by the trust.
- Leaders make effective plans to improve the school further. School leaders and trust colleagues regularly review the implementation of the plan and the resulting impact on standards. This supports and challenges school leaders well to maintain the school improvement.
- Leaders have used the pupil premium grant to good effect and as a result, disadvantaged pupils make strong progress.
- The special educational needs coordinator leads and manages the education of pupils who have special educational needs and/or disabilities well, ensuring that funding is used to good effect. She knows each pupil well and provides good support to teachers and support assistants.
- Consistent systems and processes across the school enable the coordinator to have a clear overview of the provision as a whole and the effectiveness of provision for individual pupils. However, she is unable to evaluate the progress of pupils as an overall group or year groups compared with others.
- Overall, leaders have used the physical education and sports funding well and improved significantly the opportunities for pupils to participate meaningfully in sport. They have employed a physical education specialist to improve teachers' confidence and ability to teach physical education well. They have also developed the extra-curricular provision of sports clubs available to pupils, significantly increasing the opportunities to compete against other schools and take part in area events such as football competitions or running. However, compared to the number of pupils on roll, the number of places available in sports clubs is low. In addition, the range of sports available to pupils is quite narrow.

Governance of the school

- Governors are committed to the school and are ambitious in their expectations of pupils, leaders and staff. Since the last inspection, they have, with colleagues from the trust, effectively challenged and supported leaders to improve the school.
- Governors, and colleagues from the trust, have monitored the implementation and effect of the school improvement plan on pupils' outcomes and standards of teaching

very well. As a result, the school has improved since the last inspection.

- Overall, governors, with colleagues from the trust, monitor standards and outcomes of pupils effectively. Evidence from minutes of the governing body demonstrate that governors challenge leaders effectively about the standard of education provided by the school. However, they recognise that the current tracking system does not enable them to hold leaders to account for the progress of some pupil groups such as those who have special educational needs and/or disabilities.
- Governors and colleagues from the trust have not implemented effective performance management arrangements for the headteacher until recently.
- Governors are clear about the governors' role in the performance management of teachers and the relationship between teachers' performance and pay.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that two additional trained members of staff support the effective designated lead for safeguarding. This ensures that a trained safeguarding lead is available to staff, should they have a concern.
- The designated leader for safeguarding ensures that staff are well trained and informed about their duties to keep pupils safe. Staff are alert to any signs that a child may be at risk of harm. They are very clear about what to do if they have concerns about a child's welfare.
- Leaders ensure that safeguarding systems and processes, including child protection records, are fit for purpose. The headteacher and business manager have ensured that the single central record of checks and vetting of all staff working with pupils is complete and up to date.
- The designated safeguarding lead and the safeguarding team work well with parents and outside agencies to ensure that all pupils are safe. In addition, the work the team undertakes with the wider community to support pupils and their families, via, for example, the northern social care hub, is very effective.
- All pupils, staff and parents who either spoke with the inspector or responded to the inspection questionnaires agree that children are safe in school. In addition, pupils and leaders report that there is little bullying, but that, when it occurs, staff deal with it promptly and effectively. The headteacher is particularly proactive and robust in dealing with parents who have concerns that their children may be victims of bullying.

Quality of teaching, learning and assessment

Good

- Teaching has improved significantly since the last inspection.
- Overall, teachers have high expectations of the pupils and provide them with learning that challenges them to achieve age-related expectations. This is a significant factor in the strong progress that pupils currently make, which is helping pupils to make up for previous underachievement.
- However, teachers' expectations of the most able pupils are not high enough. Teachers

do not challenge most-able pupils well, providing learning which lacks sufficient depth. Therefore, the learning of the most able slows and too few achieve at a greater depth in reading, writing or mathematics at the end of each key stage.

- Overall, teaching is also highly effective because teachers have good relationships with the pupils and encourage them to do their best and achieve well. Teachers strive to make learning interesting for pupils, planning lessons, learning environments and homework that will engage and motivate pupils.
- Pupils' engagement in their learning is particularly strong at the beginning of a theme following the introduction days or 'hooks', such as the visit to the zoo to work with penguins. However, pupils' zest for learning appears to wane towards the end of a theme and they are compliant rather than actively involved in their learning.
- Teaching is also effective because teachers have secure subject knowledge and plan learning based on accurate assessments of what pupils know and, importantly, what they need to learn in order to meet national expectations. This enables them to give clear and helpful explanations to pupils.
- The modelling of new learning by adults is strong and enables pupils to grasp new concepts quickly.
- Teachers also monitor pupils' learning well, probing and questioning to check pupils' understanding and making timely reminders to maximise learning time. Teachers address pupils' misconceptions well and move them on in their learning.
- Teachers make effective and consistent use of assessment records in the front of mathematics books and this supports pupils in their understanding of what they need to learn next. However, teachers do not do this effectively for writing. Similarly, pupils who spoke with inspectors were less clear about their targets or if they were doing well in their learning.
- Leaders deploy support staff well. The help that support staff provide to small groups and individuals is highly effective because support staff are well trained, and have good knowledge and understanding of what the pupils need to learn and how they will teach it. Consequently, the pupils they support make good progress from their starting points.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's culture is caring with high expectations of pupils. This is typified by the care staff take to determine the emotional state of pupils each morning when they enter school. If a pupil is feeling unhappy, they know that by placing their peg on a particular face someone will talk to them and help them. Similarly, pupils know that, should they experience problems in school, staff will sort it out promptly and effectively.
- The pupils that inspectors spoke with said that they feel 'at home' at school and that they feel safe. They reflected that this was very different to how they felt previously.

Similarly, all parents who spoke with inspectors or responded to the Ofsted questionnaire said that their children were safe at school and the overwhelming majority reported that their children were happy.

- Pupils know how to stay safe and recognise how adults in school care for them and keep them safe. They understand the different types of bullying, including cyber bullying, and are confident that school staff will deal with any occurrence of bullying promptly and effectively.

Behaviour

- The behaviour of pupils is good.
- Pupils and staff who spoke with inspectors believe that behaviour has improved significantly since the last inspection. Pupils conduct themselves well at different times of the day, including at breaktime and lunchtime. They move around school sensibly and play well together. Inspectors witnessed almost no inappropriate behaviour, and when it does occur, adults deal with it promptly and effectively.
- Pupils' behaviour has improved because adults have high expectations of pupils' behaviour. In addition, leaders have ensured that all adults consistently implement the revised school behaviour policy across the school. Pupils who spoke with inspectors appreciate the behaviour system because it has clear rules, sanctions and rewards, such as 'star of the week' and 'the zone boards'.
- Pupils' attitudes to learning are consistently positive. They respond well to adults' requests and instructions. Lessons start promptly and pupils are ready to learn. Pupils listen to each other well and take turns. Their behaviour is equally good whether they work as a whole class, in groups or on their own.
- Pupils take pride in their school and their work. Overall, they are keen to answer questions, share their ideas and engage in conversation with adults.
- Overall, these positive attitudes mean that low-level disruption is rare, which has a positive impact on pupil progress.
- Overall attendance is below the national figure because of the high number of pupils who are persistently absent. The headteacher and staff employ a range of appropriate supportive strategies, and are robust in their challenge to families who do not ensure that their children attend school well, including referring them for prosecution. As a result, the attendance of some pupils has improved. However, overall persistent absence remains too high.

Outcomes for pupils

Good

- Overall, since the last inspection, the progress pupils make has improved across the curriculum and in all year groups. Pupils currently at the school are catching up after a period of underachievement, making strong progress, including in reading, writing and mathematics.
- The proportion of Year 1 pupils who achieved the national standard in phonics in 2016 was in line with the national figure. Year 1 pupils currently at the school are making

stronger progress in reading, and a greater proportion of the pupils than previously are on track to meet the national standard.

- School performance information and evidence from pupils' books show that most current Year 2 pupils have made good progress from their starting points at the beginning of Year 1, in reading, writing and mathematics. More pupils are currently meeting school and national age-related expectations than in 2016.
- Similarly, most current Year 6 pupils have made good progress from their starting points at the end of key stage 1 in reading, writing and mathematics. More Year 6 pupils are currently meeting school and national age-related expectations than in 2016.
- Pupil premium funding is used to good effect. Overall, disadvantaged pupils currently at the school make similar progress to other pupils in the school. More disadvantaged pupils in Year 6 and Year 2 are currently meeting school and national age-related expectations than in 2016 and are closing the gap with other pupils nationally.
- Pupils currently at the school who have special educational needs and/or disabilities make strong progress from their starting points.
- The progress of the most able pupils is not as strong as that of other pupils. Consequently, too few pupils have achieved a higher score in reading, writing or mathematics at the end of key stages 1 and 2 in 2016. Similarly, too few current Year 2 and Year 6 pupils are on track to achieve the higher score in 2017.
- Despite the strong progress made by pupils recently, the attainment of current Year 3 and 4 pupils remains below national expectations and the school's age-related expectations because of the legacy of poor teaching. Year 3 and 4 pupils have considerable ground to catch up if they are to meet leaders' expectations and be in line with national expectations by the end of key stage 2.

Early years provision

Good

- Children's outcomes in the early years are good. From starting points that are below those typical for their age, children make very strong progress and attain at least in line with national averages. By the end of Reception, children are ready to start Year 1.
- The most able children also make strong progress from their starting points because teachers provide them with challenging play and learning activities.
- Leaders make effective use of pupil premium funding and, as a result, disadvantaged children are making strong progress and are narrowing the gap with other children.
- The ongoing assessment of children in the early years is accurate and regularly monitored. Teachers and leaders track children's progress effectively and respond to children's needs. However, on occasion teachers do not use assessment well enough, and the pace of learning slows.
- Children in early years are very well behaved. They show high levels of curiosity and engagement. They listen to adults and follow instructions well. However, they are sometimes too reliant on adults' guidance and wait too long before beginning an activity. Children are also learning to listen to each other and take turns well. They play and learn well, independently and with others. Overall, they enjoy themselves and

make good progress.

- The early years is an extremely kind, caring and creative environment. This is typified by the care taken to ensure that all children clean their teeth after lunch and by the offer of breakfast to all children. Overall, safeguarding procedures are compliant and statutory requirements are met.
- The early years leader is skilled and knowledgeable. She uses a range of effective monitoring strategies including regular analysis of pupil progress to gain a detailed understanding of the standard of provision and those areas that need to be improved. She then takes prompt and effective action such as:
 - providing staff with effective professional development to ensure that the standard of teaching and support that children receive is highly effective
 - developing the curriculum and outdoor provision so that they are more engaging for boys.

As a result, the standard of teaching is good and boys are making better progress.

School details

Unique reference number	139065
Local authority	Portsmouth
Inspection number	10024520

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Ian Fielder
Headteacher	Emma Sykes
Telephone number	02392 375302
Website	www.beaconviewprimary.co.uk
Email address	school@beaconviewprimary.co.uk
Date of previous inspection	11–12 December 2014

Information about this school

- Beacon View Primary Academy is a large primary school. It is a member of the United Learning Trust.
- Most pupils at the school are White British. The school has a greater-than-average proportion of pupils supported by pupil premium funding. The percentage of pupils who have special educational needs and/or disabilities is in line with the national average.
- The headteacher has been appointed since the last inspection.
- The school does not meet requirements on the publication of information about school policies on its website.
- The school does not comply with Department for Education guidance on what academies should publish about policies. Some of the policies available on the academy website are out of date.

- The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed 12 lessons or parts of lessons, some with senior leaders. In addition, a lead inspector and the headteacher visited a sample of classes together to see pupils and staff at work.
- Inspectors looked at a range of pupils' work, talked to pupils about their learning and listened to some read.
- Meetings were held between inspectors and school leaders, teachers, support staff and governors, and a representative of the United Learning Trust.
- Inspectors considered the views of parents whom they spoke to and of the 16 who responded to the online Ofsted questionnaire, Parent View. They also took account of the 29 responses to the staff survey.
- The inspection team looked at a range of documentation, including the minutes of governors' meetings, safeguarding records, the school's self-evaluation and the improvement plan.

Inspection team

Derek Myers, lead inspector	Her Majesty's Inspector
Matt Batchelor	Ofsted Inspector
Judith Grevett	Ofsted Inspector

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