

## Written Report

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### CHALLENGE PARTNERS: Quality Assurance Review Written Report

<b>Name of School:</b>	<b>Beachcroft School</b>
<b>School Address:</b>	35 Finchley Road, London, NW8 0NW
<b>Hub School:</b>	Woodfields School

<b>Telephone Number:</b>	020 7483 4434
<b>Email address:</b>	beachcroftadmin@tbap.org.uk

<b>Unique Reference Number:</b>	133923
<b>Local Authority:</b>	Westminster
<b>Type of School:</b>	Pupil Referral Unit
<b>School Category:</b>	Pupil Referral Unit
<b>Age range of pupils:</b>	11-16
<b>Number on roll:</b>	35
<b>Head teacher/Principal:</b>	Executive Head: Seamus Oates Head of School: Julian Clauson

<b>Date of last Ofsted inspection:</b>	20-21 March 2013
<b>Grade at last Ofsted inspection:</b>	Good - 2

<b>Date of Quality Assurance Review:</b>	12-13 March 2015
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## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

**School Improvement Strategies:** Outstanding

**Achievement is:** Good

**Quality of Teaching:** Good

**Area of Excellent Practice:**

**Inclusion and partnerships** Confirmed

### Overall Review Evaluation

The Quality Assurance Review found indicators that Beachcroft School appears to be firmly within the Good grade as judged by Ofsted in the school's previous Ofsted report of 20-21 March 2013.

## Information about the school

- Beachcroft School is a pupil referral unit which caters for students with social, emotional and behavioural difficulties. It provides for pupils at risk of exclusion, those permanently excluded and those on fixed term exclusions.
- An executive headteacher was appointed in January 2012 and is responsible for other pupil referral units across the three local authorities. The new head of school arrived in January 2015.
- The unit operates under the care of a tri-borough authority partnership, which includes Westminster City Council, Hammersmith and Fulham Council and the Royal Borough of Kensington and Chelsea.
- The unit accepts students from all the authorities in the partnership.
- Most pupils come from minority ethnic backgrounds and the large majority is boys. A few pupils speak English as an additional language.
- Nearly one quarter of students has a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium varies considerably from year to year but is, overall, well above average. There is a low number of students under the care of the three local authorities.
- The unit opened provision for students at Key Stage 4 in September 2011.
- Beachcroft School moved into a new building in January 2013.
- The unit uses a range of alternative education providers, including 'Aspire', a programme which provides a one-year programme of study to complete GCSE courses and the 'Treehouse' project, which offers therapeutic support to students.

## School Improvement Strategies

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- The school is part of a multi academy trust consisting of five schools in all. Each school is a pupil referral unit. Placements have some flexibility so that learners and teachers can be moved around. This provides opportunities for more bespoke support. Colleagues can share practice more effectively.
- Shared policies and procedures are in place which provides uniformity across the Trust. School improvement documentation, the behaviour policy, teaching, performance management, assessment and data and curriculum policies are the same across all five schools.
- High quality professional development supports staff well. As a result, they are able to gauge the needs of students accurately and quickly. As an organization, staff are skilled at gaining statements for students to support their learning needs.
- All learning support professionals are trained in Elklan to support communication and to hone questioning at an appropriate level of understanding.
- The work of students is formally scrutinised by leaders three times a year. Results are recorded uniformly across the Trust. The level of work is moderated to check that data entered on the assessment systems are accurate. The work of all students is scrutinised during the year. This ensures that leaders are able to triangulate their findings with progress data and the quality of teaching. Student participation, engagement and learning are watched closely during observations of teaching. Feedback ensures that teachers re-visit gaps in students' learning so that rates of progress are maximised.
- Observations of teaching are rigorously recorded and areas of relative weakness are identified for teachers to work on. There is some very strong teaching; SLEs come to coach

those teachers who require improvement. Those who couldn't improve have been moved on. Teacher's planning is generally good but could be improved upon further.

- The school self-evaluation and school development plan are closely linked. Performance management and professional development are prominent foci. Although plans are rather complex, they are fit for purpose.
- Induction procedures and processes for students are thorough. All learners go to the assessment centre at the Latymer building. CAT testing, PASS testing and a student survey contribute to setting a baseline on entry alongside SEN assessments, reading ages and a separate numeracy test. An assessment of mental health is also being planned for. Data from these tests are then given to the school the student will attend within the Trust. This enables both teachers and students to hit the ground running. Tracking occurs every six weeks against this baseline data. All these robust measures are used strategically to ensure the best outcomes for students.
- Behaviour management is highly effective. Staff ensure that the behaviour policy is followed and that students understand what is expected of them. Much work has been done, alongside other agencies, to tackle gang culture and radicalisation.

## Pupil Achievement

- Achievement in Key Stage 3 is good. In the current Year 9, students make good progress in English, mathematics and science. This demonstrates an improvement since last year when science lagged behind. This is because teaching in science is now much more effective. In Years 7 and 8 rates of progress are also looking strong in science and also in mathematics. In English, in these year groups, progress is weaker because of some staffing instability. Progress in opening minds is difficult to assess so far as this is new. There is work in progress to look at competence descriptors against which progress will be measured. Sport and art are areas of strength.
- In current Year 11, 86% of learners are on track for 5 A\*-G passes and 10% for 5 A\* to C. This is an improvement on last year's performance. Almost all pupils gain accreditation in the core. Recruitment of teachers to English has been difficult this year, although the school has ensured that the achievement in Key Stage 4 has been a priority. In mathematics there have been some issues with the progress of a few pupils but better teaching has ensured that this is an improving picture. Overall, results compare favourably to national results
- Data is used well to identify individual pupils for intervention by need. As a result, most students receive an appropriate intervention. Rates of progress for students can be variable but when effective interventions are in place, significant progress is made. The school is now interrogating data more effectively and looks at groups more closely. Predictions are made on entry levels and these are based on a normal educational trajectory which results in tables of 'group performance' in the three core areas. It would be useful for the school to prepare a clear summary sheet for their headline data.
- Generally pupils move on to employment, education or training but the school is working on ways to reduce the proportion of NEETS. Academic mentoring is beginning to have an impact but the school is also looking to provide their own information and guidance across the Trust.

## Quality of teaching

- Students' good achievement is underpinned by strong teaching. It is characterised by good relationships with staff and highly effective support for behaviour and personal

development. This helps students engage in learning. Attractive displays, marking and conversations with teachers and learning support professionals ensure that students understand what they need to do to achieve their objectives. Each student's learning in lessons is assessed and contributes to the next lesson's work.

- Students' spiritual, moral, social and cultural development is widely evident. Displays of excellent art work, including three-dimensional structures, contribute to the overall atmosphere of respect and value. Photographs of achievements, certificates, rewards and attendance figures are displayed to reinforce their positive value.
- In most lessons, students' behaviour and cooperation is good. Effective teaching encourages students to listen well to each other's contributions. Students are pleased and proud of how well they are doing. One student, who left the school last year at the end of Year 11, was full of praise for how the teachers has ensured that he achieved as well as possible despite the many challenges he faced.
- The school has many strategies and multiple interventions to improve students' literacy and numeracy. Students across the school are taught in very small groups, and often individually because each has specific needs. Teaching is completely focused on individual requirements and results in good progress.
- Some teachers use questioning very effectively to assess understanding and tackle misconceptions. In other lessons, teachers facilitate questioning from students. In a PE lesson, open questioning initiated by the teacher led to excellent progress because students answered their own questions.
- Teaching assistants are very well briefed and work effectively with pupils, clearly improving their learning and understanding.
- Students' books show aspects of assessment for learning where their work has been marked and feedback given. Some books show next step targets and 'stickers' to recognise effort. Marking is particularly effective in Key Stage 4 English.

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- ..... learning support professionals received training on questioning so that they challenge students more effectively to reach higher levels during interventions.
- ..... teachers assess the learning of all students even if they are sat with a learning support professional.

## Quality of Area of Excellent Practice

- Home/school communication and high quality monitoring are having a particularly good impact on improving student outcomes and attendance.
- The Trust works tirelessly to fill gaps in student learning gathered over time in mainstream. Emotional barriers to learning are tackled effectively through bespoke support to raise reading, spelling and language development. This builds self-esteem and confidence.
- Time is built into the curriculum to allow focused work on improving basic skills. Learning support professionals are well trained and very effective. The school's work in this area is built on the principle that the ability to communicate in society lowers the chance of students entering the world of crime.
- Leaders are mindful of the increasing number of girls entering the school and are busily working to ensure that their specific needs are well catered for. The Dream Arts Media Group offers a 16 week programme about friendship with girls and boys. Currently, 3 weeks into the programme, girls are already sharing information that they would not have shared previously. This information enables more targeted support. Female PE staff are being

employed and plans are in place to look into other ways of engaging girls more fully, such as girl only tutor groups.

- Anger management has been a focus and as a result students are increasingly aware of how to counteract their feelings. 'Mindfulness', a form of mediation/counselling, promotes students own abilities to recognise symptoms of anger such as prickly skin and feeling hot. The teacher meets targeted learners for re-integration and conflict resolution and also works with other staff to enable similar techniques to be used more regularly.
- Precision inclusion plays a major role in ensuring that individual needs are met through completing risk assessments for each student. Other schools are modelling what Beachcroft do. The 'risk register' is a real strength. The school's therapeutic offer targets groups of students as well as individuals and covers reintegration, mindfulness, body awareness, coping with stress in exams for example. The recently appointed school nurse specialises in teenage Mental Health.
- Following great success across the Trust, the 'wave system', (therapeutic services) has been set up in Beachcroft to provide bespoke support for learners. Following an assessment of need, through a battery of testing, students are allocated to a 'wave' as are learning support professionals who are responsible for the delivery of all interventions for a small group of learners within that Wave. Interventions are many. The impact is not able to be judged as yet as the system has only recently been introduced.
- The wide range of extra-curricular provision engages students well. For example, Key Stage 3 students went on a four day residential; other students developed their confidence in cycling proficiency and safety skills. A writer visits the school to help students with developing their writing skills.

## Partnerships

- The Trust forges a plethora of partnerships which enhance provision and contribute to the achievement of students.
- One Year 11 boy went to Jamie's Farm in February for a 4 day residential and returned to undertake work experience. He did so well that he ended up taking charge. This had a great impact on self-esteem and confidence.
- The developing partnership with Lord's Cricket ground provides one to one work experience placements, not just for one week but over a longer period of time.
- One to one sessions are planned for Key Stage 3 students at London Zoo.
- Links with the Lyric Theatre enrich the work of the BTEC Drama group.
- Debate mate is run by university students. It promotes learners' debating skills Team entered in national competition. Around topical issues. This contributes well to students' spiritual, moral, social and cultural development.
- Multi-agency work is of high quality. The fortnightly 'Inclusion Panel' monitors students' well-being. The therapist, school nurse and MPS school liaison officer are all involved.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**

**What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Currently, the school is conducting most of its own school improvement activities across the multi academy trust but will ask Challenge Partners for expertise where and when necessary.