

Inspection of Beauchamps High School

Beauchamps Drive, Wickford, Essex SS11 8LY

Inspection dates:	28 and 29 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This is an extremely welcoming and inclusive school. Pupils appreciate the very positive relationships they have built with staff. They are happy and enjoy coming to school. Staff know their pupils very well. This helps to ensure that pupils are kept safe.

The school has high expectations for pupils. This includes pupils with special educational needs and/or disabilities (SEND), who are supported exceptionally well. The curriculum is ambitious for all pupils. Careful adaptations are made, when necessary, to ensure pupils achieve well and are ready for their next steps.

Pupils behave well during lessons. The school has recently reviewed the behaviour system, which is highly effective. It is understood by pupils and applied consistently by staff. Pupils build positive relationships with each other. They rightly describe the school as, 'like a family.'

Many pupils take part in the broad range of clubs provided by the school. These help to develop pupils' talents and interests. These are highly inclusive, with some opportunities designed specifically for the needs of certain pupils. The school welcomes a range of external speakers to broaden pupils' cultural experiences. These include visits from artists and authors.

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

The curriculum is designed successfully to build pupils' knowledge progressively over time. Teachers have strong subject knowledge and present information clearly. In the sixth form, students' outcomes are sometimes below national expectations. The school has put in place a number of effective strategies to raise the impact of the curriculum in these areas.

Pupils with SEND are identified swiftly. Staff work closely with local primary schools to ensure transitions are smooth when pupils with SEND join the school. Teachers are provided with useful information to support pupils with SEND during lessons. Staff are highly skilled in making adaptations to ensure pupils can access the curriculum successfully. The school ensures staff have the expertise to support pupils with SEND well, through extremely well considered training. The 'I-matter' provision provides exceptional support for pupils with SEND. This ensures that pupils with SEND achieve positive outcomes and are well-prepared for the next stage of their education.

Sometimes, teachers do not identify and address pupils' misconceptions. As a result, there are occasions where pupils do not retain knowledge securely or lack depth in their understanding.

The school identifies pupils who find reading a challenge swiftly. Staff identify pupils' specific needs and put in place effective, well-matched support. This helps pupils to become fluent and confident readers. Reading and the development of vocabulary have a high profile in the school. There are numerous strategies in place to encourage and

develop an enjoyment of reading. These include a range of competitions and workshops from visiting authors.

Pupils largely have positive attitudes to their education. Staff use the rewards system regularly to recognise the many positive contributions pupils make. Pupils are friendly, confident, and polite. Pupils' attendance to school is high. The school has effective measures in place and staff work closely with parents and carers to support pupils to attend regularly.

Pupils are taught to stay safe and healthy through a well-considered personal development provision. Pastoral support for pupils is extremely strong. The 'I-matter' provision uses highly experienced staff to support pupils' mental health through a broad range of therapeutic programmes. Students in the sixth form support this provision through their roles as mental health ambassadors.

The school provides useful and plentiful opportunities for pupils to be leaders. This helps pupils develop important leadership and interpersonal skills. For example, SEND ambassadors provide pastoral support for those who need it and library ambassadors ensure that the library supports the school's work to promote reading. The school provides pupils with purposeful careers advice and guidance. Students in the sixth form receive effective guidance for future education and employment. This supports them to complete applications for university and apprenticeships.

Leaders at all levels, including governors, have a firm understanding of the strengths and priorities of the school. They have a clear strategic vision. Governors provide appropriate support and challenge for the school. Staff appreciate leaders' considerations for their workload and well-being. The school prioritises the leadership development of staff at all stages of their careers. As a result, many staff take on extra areas of responsibility.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not identify and clarify pupils' misunderstandings systematically or ensure that pupils are secure in subject specific knowledge. This means that, occasionally, pupils are not ready to learn new content and concepts, or do not retain knowledge in their long-term memory. The school should ensure that staff routinely identify and address any gaps in pupils' understanding, so that pupils achieve across the curriculum consistently.

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	115322
Local authority	Essex
Inspection number	10345159
Type of school	Secondary
School category	Foundation school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1471
Of which, number on roll in the sixth form	224
Appropriate authority	The governing body
Chair of governing body	Wayne Harris
Headteacher	Mathew Harper
Website	www.beauchamps.essex.sch.uk
Dates of previous inspection	22 and 23 October 2014, under section 5 of the Education Act 2005

Information about this school

- The school uses three registered alternative provisions and five unregistered alternative provisions.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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, members of the senior leadership team and a range of staff. They also met with the chair and vice chair of the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, art, French and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also sampled lessons in some other subjects.
- 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.
- Inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Alan Gray	Ofsted Inspector
Sharon Pritchard	Ofsted Inspector
Paul Lawrence	Ofsted Inspector
Steven Hogan	Ofsted Inspector

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