

Inspection of a good school: Beaconside Primary and Nursery School

Hazel Road, Rubery, Rednal, Birmingham, West Midlands B45 9DX

Inspection dates:

23 and 24 November 2021

Outcome

Beaconside Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Leaders have genuine aspiration for each and every pupil at Beaconside Primary and Nursery School. The learning values of reflection, ambition, communication, responsibility and independence are at the core of the school's work. Pupils are happy and safe. They enjoy coming to school and say that bullying is not accepted. Pupils say that teachers act quickly to resolve any concerns.

Leaders ensure the curriculum meets the personal and academic needs of pupils. Pupils enjoy reading at school. They take part in reading clubs and challenge activities that promote a love of reading. Pupils are excited now that extra-curricular activities and clubs are being reinstated.

Pupils are polite and courteous. They are well behaved in lessons and when moving around the school. Classrooms are calm, orderly places where pupils learn well. Pupils listen attentively and are motivated to learn. Teachers provide effective support to pupils and challenge any misconceptions. Leaders ensure pupils' behaviour is managed consistently and fairly across the school. Parents and carers are overwhelmingly positive about the school.

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

Leaders have planned an ambitious curriculum for pupils. It is adapted to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Curriculum leaders ensure that teachers have the subject knowledge they need to teach well. Teachers know pupils' abilities and teach them the vocabulary needed to deepen learning. Teachers use quizzes to recap prior learning. Pupils say this helps them remember things they have previously learned.

Children in the early years settle well to school life. Staff have high expectations of them. Teachers plan learning activities that are well matched to children's abilities. Pupils enjoy listening to stories, joining in with songs and rhymes.

Leaders prioritise reading. The reading curriculum is well planned. Teachers teach phonics consistently well. This is helping pupils to become better readers. Pupils read to adults regularly in school. Parents value the support they receive to help their children when reading at home. Leaders ensure a wide variety of fiction and non-fiction books are available to pupils. Disruption to school life as a result of the pandemic meant that some pupils fell behind in reading. Leaders have ensured that the majority of pupils have now caught up.

Most subjects are taught very well. This is because curriculum plans are carefully sequenced. These curriculum plans ensure that pupils build up knowledge over time. Subject leaders are enthusiastic and make sure lessons are well planned. Leaders have received training on how to check how well pupils are doing. However, some subjects, such as music and design technology, are less well developed. Leaders have made work to develop these subjects a school priority.

Disadvantaged pupils and those with SEND do well in school. Leaders ensure there is strong oversight of provision for all pupils with SEND. Staff say they are well supported to ensure pupils' needs are fully met. Parents are positive about the support their children receive.

The curriculum helps pupils develop their personal character. Pupils show determination to do their best. Opportunities such as being playleaders, prefects and librarians allow pupils to take on responsibilities. In doing so, they develop confidence and communication skills. In personal, social and health lessons, pupils confidently share ideas and feelings. They listen to and value the opinions of others when debating, for example during a recent visit from the local member of Parliament. Pupils are motivated by school rewards, such as writer of the month, pupil of the week and the achievement cup.

Governors know Beaconside Primary School well. They have an accurate view of the school and hold leaders to account well. Staff feel well supported by leaders, who manage their workload effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff know what to do if they have concerns about a pupil. They are aware of specific areas of concern, such as protecting pupils from sexual harassment and radicalisation. Staff are alert to concerns and know how to report issues to managers. Pupils in need of additional help receive the support they need. This includes support from external agencies when necessary.

Leaders ensure they undertake the appropriate checks on staff before they are appointed. Pupils regularly learn about how to maintain healthy relationships and keep safe when online. They know that they should raise concerns with trusted adults in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently introduced revised curriculum plans in a small number of subjects. They have not yet evaluated the impact that these plans are having on what pupils know and remember. Leaders should now work with the subject leaders to monitor what pupils know and remember in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2011.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116768
Local authority	Worcestershire
Inspection number	10199757
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair of governing body	Stuart Marks
Headteacher	Lorraine Hadley
Website	www.beaconside.co.uk
Date of previous inspection	11 May 2016, under section 8 of the Education Act 2005

Information about this school

- The school has a special educational needs base for pupils with autism spectrum disorder.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector carried out deep dives in science, Spanish and reading. This included visiting lessons, looking at pupils' work, examining teachers' plans and talking with pupils and staff. The inspector also looked at work from a sample of other subjects.
- The inspector considered information on the school's website.
- The inspector reviewed the school's safeguarding arrangements. This included examining the record of employment checks on school staff.
- The inspector observed pupils' behaviour in class and at other times during the day.

- During the inspection, the inspector had formal meetings with the headteacher; deputy headteacher, who is also the SEND coordinator; subject leaders; learning support assistants; governors and a representative of the local authority.
- The inspector took account of responses to the online survey, Ofsted Parent View, the staff survey and the pupil survey.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

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