

# Inspection of Beacon Rise Primary School

Hanham Road, Kingswood, Bristol, South Gloucestershire BS15 8NU

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Inspection dates: 5 and 6 December 2023

## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding 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 March 2012.

## **What is it like to attend this school?**

Pupils flourish at Beacon Rise Primary School. They meet the school's high expectations for their academic and personal development. There is a palpable sense of aspiration in the school. Pupils achieve exceptionally well.

Pupils have a thirst to learn. They participate in a wealth of enrichment opportunities and clubs, such as boccia and football. Pupils develop their talents and interests at a local, regional and national level. Through this, they develop resilience and confidence.

Pupils are immensely proud of their school. They attend regularly and are punctual. Pupils' behaviour is exemplary. They are polite and well mannered. Pupils demonstrate high levels of care and consideration for each other. They are respectful to staff and visitors. Pupils socialise happily. Bullying is very rare, and staff resolve any issues swiftly.

Pupils take on a range of leadership roles. For example, 'playground leaders' support younger children to play games in the playground. Pupils develop a sense of responsibility and compassion. They regularly participate in local community events. These support them to become active citizens in their community.

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

Children get off to an excellent start to their education in the Reception Year. They transition smoothly into school from a variety of settings. Staff get to know children as individuals. They use this knowledge to tailor learning. Staff build rapidly on what children know. Children develop excellent learning behaviours, high levels of concentration and resilience. Staff support children to develop a rich vocabulary. They make sure children pronounce words accurately and build in opportunities for them to practise new words. This is done through role play, storytelling and high-quality conversations.

The school prioritises reading. It is threaded into every subject. Children learn to read as soon as they start school. Staff systematically check which sounds pupils know. Pupils read books that match the sounds they know. Pupils' reading stamina increases as they progress through the school. Older pupils talk with knowledge and understanding about a wide range of text types. Pupils, of all ages, delight in reading for pleasure. The 'Reading Submarine' and the well-stocked library are popular with all.

The school curriculum is highly ambitious. It sets out the knowledge and skills pupils need to learn. Staff regularly check what pupils know. They use this information to rectify any gaps in pupils' knowledge. This ensures that pupils develop a rich understanding in all subjects. Pupils use previous knowledge to help them solve complex problems. For example, older pupils use what they know about place value to help them to order fractions.

Staff have a deep knowledge of the curriculum. They benefit from high-quality training, based on educational research. Consequently, they teach the curriculum with proficiency.

The school has equally high expectations of pupils with special educational needs and/or disabilities (SEND). Staff know pupils' needs well and carefully consider the support they require. The school works with external agencies to provide this support. Consequently, pupils with SEND make strong progress throughout the curriculum and participate fully in school life.

Pupils have an excellent understanding of the importance of tolerance and respect. The school promotes equality and values diversity. It supports pupils to understand that everyone is 'unique in their own way'. The school works diligently to offer a wide range of activities to enrich pupils' personal development. The school's 'cultural passport' outlines activities for pupils to take part in. Pupils visit art galleries and experience live music, for example. Opportunities such as these help to prepare pupils for life in modern Britain.

Pupils know how to keep themselves safe. For example, pupils talk with understanding about water safety. They are knowledgeable about the risks of drug misuse. Pupils develop a sense of empathy and agency through charitable initiatives.

Governors provide highly effective support and challenge to school leaders. Staff and governors are dedicated to children, pupils and families in the community.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	109133
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10297876
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	630
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Annette Box
<b>Principal</b>	Chris Thomas
<b>Website</b>	<a href="http://www.beaconriseprimaryschool.co.uk">www.beaconriseprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	13 and 14 March 2012, under section 5 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.
- There is a school-run breakfast club and after-school club on site.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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 principal, head of school and the governors' leadership committee.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and history. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke with senior staff about the curriculum and with pupils about their learning in other subjects.

- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- 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.

### **Inspection team**

Liz Geller, lead inspector	His Majesty's Inspector
Catherine Beeks	Ofsted Inspector
Chris Hansen	Ofsted Inspector
Ken Buxton	Ofsted Inspector

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