

Inspection of Beacon Primary School

Davis Road, New Invention, Walsall, West Midlands WV12 5HA

Inspection dates: 27 and 28 February 2024

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

Good

What is it like to attend this school?

Pupils are excited and enthusiastic to attend Beacon Primary School. They are very proud and openly say they 'love their school'. They know and appreciate that their school has an environment that is unlike others. The school works hard to ensure that it is an oasis of aspiration, opportunity, curiosity and enthusiasm. In addition, leaders pay serious attention to ensuring pupils develop real-life skills and receive a high-quality education.

Pupils make the most of the excellent education they receive. There are high standards in all subjects. However, it is more than just well-sequenced lessons that pupils benefit from. The range of experiences on offer to develop pupils' character and broaden their horizons is exemplary. Pupils are exposed to the expectations and rewards of being responsible and fulfilling commitments by, for example, earning, saving and utilising the school bank.

There is a rich menu of wider opportunities to help pupils become well-rounded, healthy, responsible citizens. School staff go the extra mile to provide these opportunities. Pupils are happy and say they feel safe in school. They know that there is support at hand if they find things difficult or feel concerned.

Pupils say they love learning. They know that expectations are high and enjoy rising to the challenges every day. Consequently, pupils achieve well.

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

The school's curriculum is rich and vibrant. It is meticulously planned and aims to develop a love of learning. The essential knowledge and vocabulary that pupils must learn have been clearly set out so that they build logically over time.

Reading is a high priority. The focus on early reading and developing vocabulary begins as soon as pupils start school. Because of the excellent teaching, young pupils quickly grasp and build on their learning of sounds. This continues through each key stage. The school promotes reading for pleasure well. For example, the school's radio broadcasts a daily story, and individuals were observed pausing in corridors to listen.

Support for pupils with special educational needs and/or disabilities (SEND) is exceptional. Leaders are meticulous in ensuring pupils receive support. Furthermore, staff regularly liaise with parents and external agencies to ensure that pupils get the right help. This approach ensures that pupils of all ages make the very best progress, personally and academically.

In the early years, the highly purposeful environment enables children to engage deeply in their learning. Highly skilled staff support exciting and interesting activities. They model and extend thinking at every opportunity. Adults show genuine respect and interest when engaging in conversation with children. There is a calm

atmosphere where pupils engage happily and interact socially with one another. Leaders have a relentless focus on developing children's early communication skills. Children frequently access a range of stories, songs and rhymes.

The school's empathetic and tenacious approach has led to dramatic improvements in attendance, particularly for pupils who have lower attendance. Leaders analyse attendance records in detail and take swift action to support pupils to attend.

Pupils' love of learning is evident in lessons, where they are fully engaged. Relationships and routines are well established and pupils follow them independently. They are confident learners with positive attitudes and the ability to stay focused. Pupils' work enables them to demonstrate their learning. It shows how knowledge builds over time. Pupils can recall and talk about their learning and feel proud of the high standards they achieve.

Social time on the playground is purposeful and welcoming. It involves pupils taking part in various sports activities or spending time with friends. The 'mental health heroes' are on hand if individuals need support along the way, and there are options to choose a quiet space if preferred.

The wider curriculum, which develops pupils' life skills, talents and interests, is exceptional. The proactive work of leaders to ensure that the range of opportunities is extensive is evidence of how staff go the extra mile at this school. These opportunities include 'Beacon Bistro', crown bowls and much more. In addition, pupils benefit from a wide range of education visits.

The school is preparing pupils very well for life in modern Britain. Pupils know why fundamental British values of democracy and equality are important. They are ambitious for their futures.

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

Unique reference number	131580
Local authority	Walsall
Inspection number	10294561
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	492
Appropriate authority	The governing body
Chair of governing body	Sheila Haywood
Headteacher	Claire Chandler
Website	www.beaconprimaryschool.co.uk
Dates of previous inspection	9 and 10 November 2022, under section 8 of the Education Act 2005

Information about this school

- Beacon Primary is a member of The Lighthouse Federation.
- The school has an executive headteacher, Paul Drew, from The Lighthouse Federation.
- The school uses no alternative provision.
- The school has recently received a national safeguarding award.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, history and religious education. For the deep dives, inspectors discussed the curriculum with subject

leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- Inspectors also considered the curriculum for physical education and music. Inspectors visited lessons and spoke to pupils about their learning in these subjects.
- Inspectors also carried out a work scrutiny from a sample of work for English, computing, French and the outdoor curriculum.
- Inspectors met with the executive headteacher and the headteacher, subject leaders and a sample of teaching support staff, including teachers in the early stages of their career.
- Inspectors met with leaders with responsibility for SEND, behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and parents; spoke to a variety of individuals from groups of job roles; and considered the overall culture around safeguarding that ensures the school puts pupils' interests first.
- An inspector listened to a range of pupils read to a familiar adult. The lead inspector also met with a group of pupils from across the school to discuss personal development and safety.
- The lead inspector met with members of the federation board and governing body.
- Inspectors considered responses to the online questionnaire, Ofsted Parent View, including the free-text comments. The inspectors also looked at responses to Ofsted's online survey for staff.

Inspection Team

Debra Newman, lead inspector	Ofsted Inspector
Carli Mccallin	Ofsted Inspector
Mark Bailie	Ofsted Inspector

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