



Beacon Rise Primary School

Inspection Report

Unique Reference Number 109133
LEA South Gloucestershire
Inspection number 278134
Inspection dates 29 September 2005 to 30 September 2005
Reporting inspector Paul Sadler RISP

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Hanham Road
School category	Community		Kingswood
Age range of pupils	3 to 11		Bristol BS15 8NU
Gender of pupils	Mixed	Telephone number	01454 867232
Number on roll	446	Fax number	01454 867232
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	10 April 2000	Headteacher	Mrs Lesley Stone

Age group 3 to 11	Inspection dates 29 September 2005 - 30 September 2005	Inspection number 278134
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Beacon Rise is a primary school of above average size with 441 pupils. It has an attached nursery class. Those in the nursery class attend part time. There are 25% more boys than girls.

The school is situated in east Bristol. The proportion of pupils eligible for free school meals is in line with the national averages. Similarly the proportion of pupils with learning difficulties and disabilities is also average. The proportion of minority ethnic pupils is low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Beacon Rise is a good primary school. It is well led and managed and has made considerable progress since its last inspection. Pupils achieve well and by the time they leave the school attain above average standards in English, mathematics and science. Pupils in the Foundation Stage do well. They benefit from the good provision and many attain better than expected standards by the time they start Year 1. The higher attaining pupils in Years 1 and 2 could do better if they were given more challenging work. Similarly, some older pupils could do better in mathematics.

Teaching and learning are good. The curriculum meets the needs of most pupils including those with learning difficulties and disabilities. Behaviour is good. The school uses its resources well and provides good value for money.

The school pays good attention to the care and well-being of pupils.

The school knows itself well. Its evaluation is honest and accurate, although modesty and caution led it to judge itself as providing a satisfactory, rather than good, education.

What the school should do to improve further

- raise teachers' expectations of pupils, especially the more able, in Key Stage 1
- raise standards in mathematics, especially in Key Stage 2.

Achievement and standards

Grade: 2

Standards in Year 6 are above average. They have risen in English, mathematics and science over the past three years. In 2005 the proportion of pupils reaching the higher Level 5 in mathematics and science was exceptional. Pupils of all abilities enjoy learning and achieve well by the time they leave Year 6, although the proportion achieving the national standard of Level 4 in mathematics is lower than in English and science.

Pupils' attainment on entry to the school is broadly average, although it varies from year to year. They make good progress in the nursery and reception classes because the teaching is good and the work is well matched to their needs. By the time they start Year 1 many of the pupils have better than expected skills. As they progress in Years 1 and 2, they make steady progress and reach broadly average standards in reading, writing and mathematics. The higher attaining pupils do not achieve as much as they should because teachers' expectations have been too low.

The majority of pupils, including those with learning difficulties, do well as they progress through Years 3 to 6. Pupils achieve particularly well in English and science with the great majority attaining average or above standards. However, despite a high number of pupils attaining above average levels in mathematics, the school recognised that some pupils could have done better. It is now taking action to make sure that all pupils achieve as much as they should in mathematics.

Grade: 2

Personal development and well-being

Grade: 2

Pupils like their school. They say that they learn well because teachers make lessons 'fun'. They particularly enjoy the range of after school clubs and playing with equipment in the playground. Pupils describe their school as 'well behaved'. They say that any incidents of bullying are dealt with well and that pupils are 'given a second chance'. This helps them to feel confident and safe in school. Attendance has improved and is now in line with the national average.

Pupils' spiritual, moral, social and cultural development is good. They are sensitive and understanding towards others. They understand the school rules and know what is right and wrong. Pupils get on well with each other at playtime and are sociable with adults. They are keen to take responsibility and like helping others through charity fundraising and organising events such as the Year 6 Summer Ball.

Pupils' understanding of the need to be healthy and to keep safe is promoted well through lessons in personal, social and health education. Good attitudes in lessons and participation in clubs reflect pupils' enjoyment in learning. They contribute well to community events, such as the school's centenary celebrations. Pupils feel that they influence the development of their school through their school council where their views are taken seriously. Pupils are prepared well for the next stage of their education because of their good basic skills, positive attitudes and good behaviour.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Some teaching is outstanding and none is inadequate. Teachers know their pupils well and generally meet their learning needs with careful planning. Teachers in the Foundation Stage have high expectations. For instance, 5-year-olds, learning about baptism, were expected to understand the term 'total immersion'.

Teachers use resources well to support individual pupils. They use interesting ideas, such as the game that helped 8-year-olds to understand the features of different triangles. Pupils' behaviour is managed well and any problems are dealt with quickly and effectively. As a result, pupils stick to the task, work enthusiastically and make good progress. They answer questions confidently and work together well. Occasionally, teachers spend too long on one activity, a few pupils become restless and the pace of learning slows.

Assessment and routine marking are used well to enable pupils to understand what they need to do in order to improve their work. Short term, specific targets are set which pupils understand well and strive hard to achieve.

Teachers' skills complement each other well. For instance, good use is made of some teachers' expertise in information and communication technology (ICT) which is shared among all staff. This gives all pupils access to good quality teaching. Good use is made of external expertise, for instance in dance and sport.

Grade: 2

Curriculum and other activities

Grade: 2

Teachers plan an interesting curriculum and make it relevant and enjoyable by linking subjects together. For instance, during the school's recent centenary celebrations, teachers linked history, English, art and design and ICT. Since the last inspection, excellent improvements in ICT resources and in the quality of teachers' planning have helped raise standards in this subject.

The school has a well organised curriculum for the Foundation Stage which promotes safe, healthy and enjoyable learning.

Throughout the school, the strong emphasis on developing pupils' literacy and numeracy skills, on working in pairs and teams and on using ICT contributes positively to the development of pupils' future economic well-being. Enrichment activities and after school clubs promote a wide range of interests in pupils of all ages, developing their health and fitness particularly well.

Grade: 2

Care, guidance and support

Grade: 2

The school cares well for all its pupils. Parents are pleased with the school's caring approach which helps their children to learn well. The school seeks parents' views and ensures they are kept well informed about their children's progress and well-being. The school's publications for parents are clear and informative. Parents of the youngest children are very happy that their children are settling in well to school life. Pupils are positive that adults look after them well and say that they are kind and will listen when they have worries. Procedures for safeguarding children, child protection and health and safety are effective. The school sensitively supports vulnerable pupils and their families and there are good links with external agencies such as the education welfare service.

Grade: 2

Leadership and management

Grade: 2

Leadership and management are good. The long-serving headteacher and recently appointed chair of governors form a strong team that drives the school forward. Some outstanding staff appointments in recent years have created a staff team in which

experience and youthful enthusiasm, together with a broad range of skills, combine to offer pupils a wealth of expertise that promotes good quality care and progress, and supports less experienced staff. Senior managers are effective and have moved the school forward since the last inspection.

Test results are analysed effectively and weaknesses are identified. For instance, the school is taking action to address the slower progress in Years 1 and 2 and the more limited progress made by some pupils in mathematics.

The views of parents have been sought through questionnaires and the school is actively seeking ways of further involving them. The views of pupils are sought through the school council. The governing body is well led and plays its part in leading the school.

Grade: 2

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

The inspectors who visited your school very much enjoyed talking to you and seeing your work. We want to thank all of you for spending the time to do this. This letter is to tell you what we thought of your school and how it can be even better.

We think Beacon Rise is a good primary school because:

lessons are interesting and help most of you to do well and reach good standards,

the headteacher and the chair of governors are good at their jobs,

you behave well and there is very little bullying,

you are well cared for and are taught how to stay healthy and safe.

We think the school could improve even more if:

pupils in Years 1 and 2 were taught to read, write and do their mathematics more quickly

some pupils in Years 3 to 6 were helped to improve their mathematics.

Yours sincerely

Mr Sadler Lead Inspector