

Inspection of a good school: Beacon Primary Academy

Off Churchill Avenue, Skegness PE25 2RN

Inspection dates: 1 and 2 March 2022

Outcome

Beacon Primary Academy continues to be a good school.

What is it like to attend this school?

Beacon Primary Academy is a thriving school. Pupils are happy and enjoy their learning. They told inspectors, 'The staff are really friendly, and if you get stuck, they help you.' Pupils say that they feel safe. They are proud of their school.

Leaders promote pupils' personal and academic development. Staff have very high expectations of pupils. Pupils are highly motivated. They are aspirational. They like to work hard and achieve. Pupils enjoy making a positive contribution to the life of the school as school councillors and mini police officers. They like it when they are chosen to receive gold awards for their efforts.

Pupils behave very well. They are polite and respectful. Pupils really care for each other. They know that staff quickly sort out any problems and that bullying is not tolerated. Pupils have a very clear understanding of equality.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said of the staff, 'They really are more of a big family than a school. Nothing is too much, and they go the extra mile. I do recommend this school to anyone and everyone!'. Parents like that the school staff are so welcoming.

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

Leaders have developed a strong and ambitious curriculum. The curriculum has been organised to ensure that pupils build their knowledge and skills gradually. Leaders ensure that pupils' vocabulary develops progressively in subjects. Pupils remember most of the curriculum content that they have learned. For example, in history, some pupils can explain that Athens and Sparta were two city states in Ancient Greece. Other pupils know that the Vikings came from the area that became modern-day Scandinavia. However, there are inconsistencies in what some pupils can remember about their learning. Some pupils struggle to recall what 'empire' and 'invasion' mean when learning about the Romans. Other pupils are not clear about what they have learned about some of the

fundamental British values and world religions. Leaders are aware of this and are already exploring possible reasons why some pupils cannot recall some of the knowledge they have learned.

Reading is a central priority in the school. Leaders provide pupils with a wide range of high-quality books. From the moment pupils join the school, they learn to read in a very systematic way. The daily phonics sessions are highly structured. Pupils use their decoding skills well to sound out unfamiliar words. Books are matched to the letters and sounds that pupils are learning. Staff regularly check how successfully pupils learn new sounds. If pupils fall behind, staff provide timely support. There is a very strong focus on ensuring that pupils acquire a wide vocabulary in every class. Pupils enjoy reading and talking about books.

Pupils enjoy mathematics. Leaders have set out the order in which pupils learn new knowledge, so that pupils build their understanding and skills securely. Teachers take the time to explain the learning. They provide regular opportunities for pupils to recap their mathematical knowledge and skills in daily 'maths blasts'. Most pupils know and use mathematical vocabulary. For example, pupils use 'ratio,' 'factors' and 'prime numbers' when discussing their learning.

Relationships are very positive between children and adults in early years. Leaders ensure that there is a sharp focus on children's vocabulary and the language and comprehension skills necessary to read. Teachers provide tasks related to children's learning. For example, children build their understanding of number by counting using bean bags and counters. Staff ask questions such as, 'How many more do I need to make 5?' so that children can apply their understanding.

Staff provide strong support for pupils with special educational needs and/or disabilities (SEND). They ensure that pupils with SEND access the full curriculum. Staff make sure that resources suit pupils' needs. They regularly check how successfully pupils access the curriculum. Leaders communicate well with parents. They work very well with external agencies to support these pupils when this is appropriate.

Leaders support pupils to be confident and resilient and to develop strength of character. They provide opportunities for pupils to be responsible. Pupils know that their views are valued. Staff promote equality of opportunity and diversity very effectively. Pupils know how to eat healthily and keep fit. Opportunities to learn beyond the classroom reduced due to the COVID-19 pandemic. However, leaders are now increasing such opportunities.

Trustees and representatives of the multi-academy trust know the school well. They provide regular training and consider staff well-being. Trustees fulfil their statutory responsibilities. Leaders work very well with staff. Leaders take account of staff workload. Staff are overwhelmingly positive about the leaders and the professional support from the trust.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of care at the school. Leaders provide support to vulnerable pupils and their families. Staff pass any concerns on quickly. Record-keeping is thorough. Trust leaders regularly check the school's safeguarding procedures. Leaders ensure that all staff are knowledgeable and receive frequent safeguarding training.

Pupils understand how to keep themselves safe, including when online. Pupils told inspectors that they know whom to go to if they have a concern. Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a coherently planned and well-sequenced curriculum. On occasions, there are inconsistencies in what pupils can recall about their learning. For example, some pupils in history and religious education are unable to remember key knowledge set out in the school's curriculum thinking. Other pupils are not always clear what they have learned about fundamental British values. Leaders are aware of this and are already exploring possible reasons why some pupils find it difficult to recall what they have learned. Leaders should ensure that all pupils, including those with SEND, know more and remember more of the school's curriculum thinking, including the curriculum for pupils' personal development.

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 a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

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	139702
Local authority	Lincolnshire
Inspection number	10211585
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Michael Hamlin
Headteacher	Corinna Wright
Website	www.beaconprimaryacademy.org
Date of previous inspection	2 and 3 November 2016, under section 5 of the Education Act 2005

Information about this school

- There have been no relevant changes since the previous inspection.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.

- The inspector met with the headteacher, head of school, curriculum leaders, the leader with responsibility for provision for pupils with SEND, and a sample of teaching and support staff.
- The inspector met with representatives of the multi-academy trust and the chair of the board of trustees.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector 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.

- The inspector also spoke to leaders about the curriculum in some other subjects.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- The inspector considered responses to Ofsted's online survey, Parent View, and the responses to Ofsted's free-text service. The inspector also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

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