

# Inspection of Beacon View Primary Academy

Allaway Avenue, Paulsgrove, Portsmouth, Hampshire PO6 3PS

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Inspection dates:	15 and 16 July 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Requires improvement

The principal of this school is Sally Hodgson. This school is part of United Learning which means other people in the trust also have responsibility for running the school. The trust is run by the group chief executive officer (CEO), Sir Jon Coles, and overseen by a board of trustees, chaired by Christian Brodie.

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

Pupils at this school are joyful and enthusiastic to learn. From the very start in early years, they follow the school rules and routines. They know and demonstrate the school values of respect, responsibility and resilience. Pupils are kind and caring to each other. During break and lunchtime, they share and play well together. Pupils enjoy the wide range of activities available.

Pupils appreciate and understand the high expectations of behaviour and achievement the school has for them. They strive to achieve these expectations and do so well across most areas of the curriculum. They are cared for well by staff who really know them and their families. Pupils benefit strongly from the positive relationships the school develops with them. Pupils with special educational needs and/or disabilities (SEND) are supported effectively by the school.

Pupils benefit from an exceptional range of activities provided by the school. They know how to stay safe and healthy. Pupils have a real voice in the school. They eagerly take on responsibilities such as prefect or digital leader. Pupils speak confidently about how these roles make a difference. They contribute well to the life of the school and wider community.

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

The school's curriculum is ambitious. It has been carefully thought through to match the needs and context of the pupils. From early years through to Year 6, the curriculum is well sequenced. This ensures pupils are well prepared for their next steps as they move through the school.

Published outcomes at the end of key stage 2 are significantly below average in most areas. The school has responded by taking effective action to improve the curriculum. This has had a positive impact on how well pupils progress through it in most subjects. There has also been a sharp focus on prioritising reading. Consequently, pupils have secured early reading and phonics knowledge. This means they can access the wider curriculum more consistently.

In most areas of the curriculum, staff appropriately check how well pupils are learning. In subjects where this is happening systematically, pupils learn the intended curriculum well. There are a small number of subjects where the school has not ensured this is happening as consistently. Where this is the case, pupils have been less successful in building knowledge over time.

Children in early years benefit from high-quality learning that provides the best start possible to their time in school. The children's needs are met well by expert early years practitioners. An exceptionally well-designed range of activities are skilfully delivered in a well-resourced environment. This ensures children secure the knowledge required to be ready for key stage 1.

Highly skilled teaching of phonics begins in nursery. Staff quickly spot if children are falling behind with their reading. Where this is the case, they put in place effective activities to close gaps in knowledge. This enables all pupils to build reading fluency as quickly as possible.

Pupils with SEND have their needs identified rapidly and effectively. Staff are supported to be aware of the needs of all pupils. This means effective adaptations are made to ensure that pupils with SEND have access to the same learning as their classmates. The school supports well those pupils who demonstrate the most complex needs. It is determined to ensure these pupils have the same opportunities as everyone else.

The school is a calm and harmonious environment in which to learn. In classrooms, pupils engage consistently well with their learning. Low-level disruption is very rare and does not impact on how well pupils learn the intended curriculum. The school's behaviour management approach is consistently applied by staff. Pupils understand and live the rules of 'ready, respectful and safe'. Those with the most complex behavioural needs are provided with additional support and space in 'The Haven'. Over time, this helps them develop strategies to manage their own behaviours effectively.

The personal development offer is exceptional. The school goes above and beyond to provide a rich set of experiences for all pupils. A 'Beacon View Charter' describes all the experiences children will have before leaving the school, from visiting the beach to learning a musical instrument. The offer to develop individuals' talents and interests supports their character development well. Pupils and families benefit from the school's extensive engagement with the community. This develops a strong sense of belonging and helps pupils become aware of the positive impact they can have on society. Pupils learn to take responsibility and think of others. The impressive offer means pupils are very well prepared for the next stage in their lives.

Those responsible for governance know the school well. They provide support and challenge to the school effectively. Leaders at all levels are focused on providing pupils with an excellent education. Staff value the focus school leaders have had on their well-being and workload, and they feel well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, assessment is not always used effectively to identify and address misconceptions. As a result, there are gaps in some pupils' knowledge in these subjects. The school should support teachers to ensure systems are used consistently so that gaps in pupils' knowledge are closed effectively in these subjects.

## 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>	139065
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10341731
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	286
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christian Brodie
<b>CEO of the trust</b>	Sir Jon Coles
<b>Principal</b>	Sally Hodgson
<b>Website</b>	<a href="http://www.beaconviewprimary.co.uk">www.beaconviewprimary.co.uk</a>
<b>Dates of previous inspection</b>	27 and 28 September 2022, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the United Learning multi-academy trust. While retaining overall accountability, the board of trustees delegates many responsibilities and governance functions to board committees, the CEO, the executive and the local governing body.
- The school currently uses one registered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- The inspectors met with the principal, other senior and curriculum leaders, staff and pupils. They also met with the chair of the local governing body, a member of the board of trustees and the regional director who provides governance of the school.
- Inspectors carried out deep dives in early reading, mathematics, history and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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.
- The inspectors spoke to a representative of the alternative provider used by the school.
- The inspectors considered the responses to Ofsted's staff survey and spoke to a range of staff about their views of the school.
- The inspectors took account of the responses to the Ofsted Parent View questionnaire, including the free-text responses. They also spoke to parents and carers at the start of the school day.
- The inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons. They also took account of the responses from Ofsted's pupil survey.
- The inspectors reviewed a range of the school's documents, including the school's self-evaluation report, minutes of board of trustee meetings and behaviour incident records.

## Inspection team

Simon Graydon, lead inspector

His Majesty's Inspector

Neil Pilsworth

His Majesty's Inspector

Jo Brinkley

His Majesty's Inspector

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