

Inspection of Beccles Primary Academy

Ellough Road, Beccles, Suffolk NR34 7AB

Inspection dates: 18 and 19 May 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

Parents and pupils agree that Beccles Primary Academy is an amazing place to learn. Parents talk about the 'HUGE' support the school offered them during the COVID-19 pandemic. Parents are highly appreciative of the education their children receive. Parents say the school goes above and beyond to ensure their children are safe, including supporting their mental health and well-being.

Pupils love their kind teachers and their learning. Pupils say there is no bullying in the school and if there are any problems, they get sorted out immediately. Pupils' behaviour in lessons and around the school is exceptional. Leaders have worked hard to ensure pupils are ready to learn and play well together.

Teachers have high expectations for learning, and pupils achieve well in most subjects. A few curriculum subjects are not fully developed. This prevents pupils from learning and remembering important knowledge in these subjects.

Children in the early years are exceptionally safe and happy. The curriculum is fully developed. Children enjoy their learning activities and behaviour is exemplary. Children are exceedingly well prepared for Year 1.

Pupils enjoy a wide range of clubs and additional curriculum activities that promote their exceptional personal development. Pupils are very well prepared for life in modern Britain.

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

The senior leadership team have worked hard to ensure that all the areas for improvement from the last inspection have been addressed. Leaders describe the national lockdowns as 'an opportunity' to strengthen relationships with all their families. This has had an impact on improving attendance and reducing persistent absence.

Pupils' behaviour was a concern at the last inspection. Leaders have turned this around. Pupils are polite and respectful to all the adults they work with and to each other. The school is an exceptionally calm and quiet place. Pupils are enthusiastic and ready to learn.

In most subjects, pupils make strong progress in learning the important knowledge they need to prepare them for the next stage in their education. Teachers keep a careful check of how much pupils remember as they progress through the curriculum. There are a few subjects where the curriculum is not fully developed. Leaders have a strong understanding of the next steps they must take to ensure that all subjects are equally effective.

Reading is a strength of the school. Children begin learning letter sounds in Nursery and are starting to write some letters. The reading curriculum is carefully structured.

The reading leader makes stringent checks on reading groups to ensure pupils are achieving well. All pupils learn to read confidently and most develop fluency by the end of Year 2.

Pupils gain a love of reading as soon as they start school. This continues through key stage 2. For example, pupils in Years 5 and 6 talk enthusiastically about their favourite authors. There is good provision for pupils who need additional help with their reading.

Pupils with special educational needs and/or disabilities are supported well to access the full curriculum. For example, those with emotional and mental health needs can regulate their behaviour and, as a result, are able to learn well. The special educational needs coordinator ensures pupils' needs are accurately identified and met. She works effectively with external specialists, including alternative education providers.

Children in the early years make an exceptionally strong start to their education. The early years leader is highly ambitious for what the children can achieve. The curriculum is carefully planned and structured to enable children to learn well. Learning opportunities are thoughtfully planned and inviting. Children behave and collaborate well due to the high expectations of all adults. For example, the children are able to set up a challenging obstacle course and take turns without adult support.

Leaders promote pupils' personal development exceptionally well. Pupils show empathy and care for one another throughout the school day. They develop confidence and collaborate well in lessons and at lunchtimes and breaktimes. There is an impressive range and significant take up of extra-curricular activities offered by the school. Pupils learn about relationships in line with the latest published guidance. British values are promoted well through the curriculum, assemblies, visits, discussions and the literature pupils read during their time in school.

Staff are proud to work at the school. Leaders gave strong support for their well-being during national lockdowns. Teachers say there is not an issue with workload. They appreciate the training they receive from the trust. Early career teachers say they have excellent support and training from leaders and the trust. They are gaining confidence in their teaching skills.

The governors provide effective challenge and support to school leaders. They know the school's strengths and weaknesses. Governors are diligent in ensuring additional grant funding is used effectively. They make regular visits to the school to check how things are going.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being are of the highest priority. During the national

lockdowns, staff supported the most vulnerable families exceptionally well. For example, the school's food bank continues to be in regular use. The trust and safeguarding governor make regular, stringent checks on school procedures.

Staff are well trained in all aspects of safeguarding. There are regular safeguarding updates, and all staff are confident to spot and report concerns. Leaders act promptly to keep pupils safe from harm. Pupils know how to keep themselves safe online and outside school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in most subjects is well designed and sequenced. However, in a few subjects, this is not the case. Important subject knowledge is identified but not organised in a way that builds on what pupils have previously learned. Pupils do not learn as well as they should. Senior leaders should ensure that curriculum design is effective in all 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.

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	142017
Local authority	Suffolk
Inspection number	10227310
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	Board of trustees
Chair of trust	Gavin Robert
Headteacher	Heather Thorne
Website	www.becclesacademy.org
Date of previous inspection	13 and 14 June 2018, under section 5 of the Education Act 2005

Information about this school

- Beccles Primary Academy is part of the REAch2 Academy Trust, a multi-academy trust.
- The trust supports the school with leadership, curriculum development and staff's training.
- The school runs a breakfast club every morning.
- The school makes use of one alternative provider.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors met with the school's senior leaders. Inspectors met with a group of governors and the director of education and the deputy director of education of the REAch2 Trust.
- Inspectors met with the school's welfare and behaviour team and scrutinised documents related to pupils' behaviour, safety and well-being.
- Inspectors visited the school's breakfast club and shop.
- Inspectors carried out deep dives in the following subjects: reading, history, mathematics and design technology.
- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with the subject leader for music, personal, social and health education, relationships and sex education and modern foreign languages and scrutinised curriculum design and a sample of pupils' work.
- Inspectors spoke to parents dropping off their children at school. There were 19 responses to Ofsted's online survey, Ofsted Parent View. Inspectors considered 89 responses to Ofsted's pupil survey and 25 responses to Ofsted's staff survey.
- Inspectors spoke to groups of pupils when visiting lessons, at a formal meeting and on the playground to gather their views.

Inspection team

Julie Winyard, lead inspector

Ofsted Inspector

Ashley Best-White

Ofsted Inspector

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