

# Inspection of The Beacon Church of England Primary School

Heyworth Street, Liverpool, Merseyside L5 3QG

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Inspection dates:	1 and 2 April 2025
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Ann Charters. This school is part of the Liverpool Diocesan Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Laurie Kwissa, and overseen by a board of trustees, chaired by Margaret Swinson. There is also an executive headteacher, Sally Aspinwall, who is responsible for this school and one other school.

Ofsted has not previously inspected The Beacon Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged The Beacon Church of England Primary School to be outstanding for overall effectiveness, before it opened as The Beacon Church of England Primary School as a result of conversion to academy status. Since September 2024, schools have not been awarded an overall effectiveness grade.

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

Pupils at this school thrive in an ambitious and nurturing environment. They enjoy their learning and are eager to share their knowledge. From the early years onwards, children develop strong attitudes to learning, such as listening attentively and working collaboratively. Pupils behave exceptionally well in lessons and around the school. They are polite, respectful and demonstrate a strong sense of responsibility towards one another.

The school has the highest expectations for pupils. Pupils achieve extremely well across the curriculum. They are proud of the excellent work that they produce in different subjects. For instance, pupils in key stage 2 beam with pride as they play their string, brass and woodwind instruments, demonstrating an excellent understanding of the elements of music. They relish the many opportunities to perform with the Liverpool Philharmonic Orchestra.

The school is proud to serve a diverse community. Exceptional pastoral support means families receive a very high level of care that goes beyond the typical role of a school. Staff are very passionate about making a real and lasting impact on pupils and their families. Their dedication to providing pupils with a secure understanding of healthy living and many opportunities to widen their diet by trying new foods is commendable.

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

The school's success is rooted in its profound understanding of, and respect for, the local community's needs. Committed to inclusivity and support, the school goes above and beyond to ensure that children and their families feel valued.

Exceptional aspiration for each pupil is at the heart of the school's 'Inspire' curriculum. Pupils love to learn. This is because the curriculum is highly motivating. Subject knowledge is identified and sequenced intricately. Pupils build on what they already know, developing secure knowledge over time.

Staff are experts at delivering the curriculum. They check what pupils know and understand by revisiting learning regularly. If pupils have misconceptions, teachers intervene quickly to ensure that pupils' understanding is secure. The school identifies pupils with special educational needs and/or disabilities (SEND) swiftly. Teachers adapt their approaches skilfully so that pupils with SEND can access all that the school has to offer successfully.

The school's approach to teaching reading is consistent and effective. Children begin to learn to read as soon as they join the Reception Year. The school aims for pupils to read fluently as soon as they can. Books are matched closely to pupils' phonics knowledge. This helps pupils develop confidence in their reading progress. If pupils are at risk of falling behind, they receive the help they need swiftly to keep up with their peers.

Broadening pupils' use and understanding of words is a focus across the school. In the Reception Year, teachers introduce children to ambitious language.

Children benefit from the highly ambitious early years curriculum, which provides strong foundations for future learning. They gain a sophisticated understanding of number. Children have purposeful opportunities to learn through play. Activities are impactful. Interactions with adults are meaningful and engaging. Staff nurture and support children's personal, social and emotional development very well.

Opportunities through the school's 'Beacon Way' for pupils' personal development are exemplary. These opportunities, including numerous residentials, are planned purposefully to meet pupils' needs. The school builds pupils' awareness of healthy lifestyles and relationships very effectively. Pupils learn to understand potential risks. They deepen their understanding of right and wrong extensively. Their spiritual development is nurtured exceptionally well. They gain a thorough understanding of life in Britain. Diversity is celebrated extensively. Pupils develop a deep sense of respect, equality and justice. They respond impressively to the opportunities provided for them to take on roles as young leaders.

Pupils live up to the school's high expectations for behaviour. They understand and respect the rules and routines for keeping them safe. Positive and caring relationships are at the heart of the school. Pastoral support is available for anyone who struggles to manage their emotions or who may have mental health needs. The school takes a strong stance on promoting pupils' attendance. As a result, absence is typically very low.

Staff feel well supported. The school takes proactive steps to ensure that staff workload is manageable. High-quality professional development equips staff to carry out their roles very well. Leaders are tenacious in their oversight of the school's work to ensure that their high expectations are maintained. Regular visits by the trust and local governing board ensure that they have an accurate picture of the school's performance. The school's ambitious vision of 'excellence for all' is fully realised.

## **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

<b>Unique reference number</b>	145086
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10348365
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	497
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Margaret Swinson
<b>CEO of the trust</b>	Laurie Kwissa
<b>Headteacher</b>	Ann Charters
<b>Executive headteacher</b>	Sally Aspinwall
<b>Website</b>	<a href="http://www.beaconceprimary.co.uk">www.beaconceprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The Beacon Church of England Primary School converted to become an academy in December 2017. When its predecessor school, The Beacon Church of England Primary School, was last inspected by Ofsted, it was judged to be outstanding for overall effectiveness.
- This Church of England school is part of the Diocese of Liverpool. The last section 48 inspection, for schools of a religious character, took place in October 2023. The school's next section 48 inspection is due before February 2028.
- Since the last inspection, the school has appointed a new headteacher. It also now has an executive headteacher.
- The school has provision for two-year-old children.
- The school runs a before- and after-school club for pupils.
- This school does not make use of any 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the 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 these subjects: early reading, mathematics, geography, science and history. They met with subject leaders and with teachers. Inspectors visited lessons, looked at samples of pupils' work and talked with groups of pupils about their learning.
- The lead inspector observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- To evaluate the effectiveness of safeguarding, 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 lead inspector spoke with members of the local governing body and the trust. They also spoke with representatives of the diocese and the local authority.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders to discuss attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted's online survey for parents, Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of pupils about their experiences at school. They took account of the responses to Ofsted's online pupil survey, including the free-text comments.

## Inspection team

Helen Friend, lead inspector

Sue Mills

Alex Farrow

His Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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