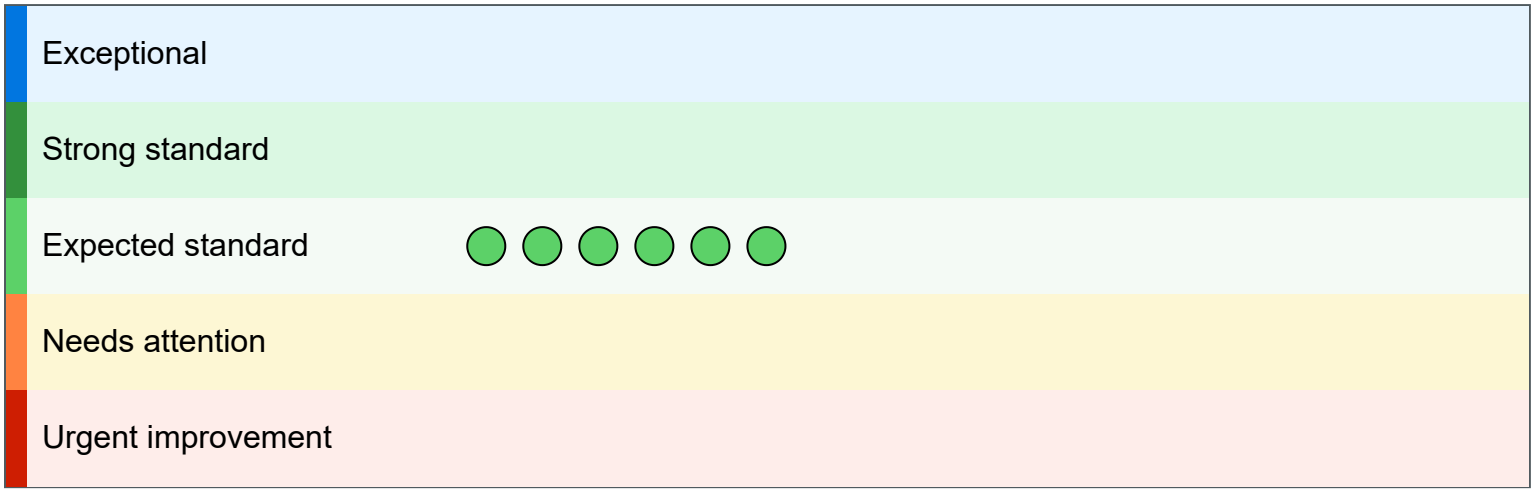
Beacon Independent School

Address: Security House, Littleton Drive, Cannock, WS12 4TS

Unique reference number (URN): 151892

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard

Pupils achieve well from their individual starting points. Many join the school with significant gaps in learning due to their disrupted educational experiences. Staff help pupils re-engage with learning. Pupils increasingly participate in lessons and develop positive attitudes towards education. This is a significant achievement for many.

Pupils approach learning with growing confidence. They contribute to lessons more readily. Many demonstrate improvements in their reading and a willingness to share, when they find things difficult. Staff recognise these small but important steps in learning. Exercise books reflect an increasing pride in what pupils produce. Pupils increasingly secure the knowledge and skills needed to access more demanding learning successfully.

Pupils achieve functional skills qualifications with the intention of studying for GCSEs. Pupils understand the importance of such qualifications to their future life chances. However, achievement extends beyond academic outcomes alone. Pupils attend more regularly and participate more positively in school life. They increasingly see themselves as learners, who can be successful. Ambitions that once seemed distant become realistic possibilities.

Attendance and behaviour

Expected standard

Attendance is improving for many pupils. Several joined the school following prolonged periods of disrupted education. Staff understand the factors that affect attendance and work closely with pupils and families to address them. Communication with families is effective and support is highly personalised. Leaders adapt arrangements, where necessary, and help pupils remain connected to education. As a result, many pupils attend more regularly, engage more positively with learning and participate more fully in school life. However, attendance remains less secure for a small number of pupils with the most complex needs.

The longer pupils attend this school the more positive their behaviour becomes. Adults recognise that behaviour is a form of communication and seek to understand why pupils may become emotional or unsettled. Staff use their knowledge of pupils exceptionally well to help them regulate their emotions. In time, many pupils make positive choices. Pupils increasingly accept guidance from adults and trust staff to help them navigate challenges successfully.

Pupils participate positively in wider activities, when outside of school. They recognise that they are representing their school and want to make staff proud. Pupils enjoy receiving rewards for behaving maturely. Some pupils save such rewards and donate them to people who are in need. Others use them to buy presents for their parents or carers.

Curriculum and teaching

Expected standard

The curriculum is designed carefully around the needs of all pupils. Leaders ensure that pupils develop the reading, writing, mathematical and wider life skills they need to be successful in school and beyond. Learning is planned so that pupils can sustain

concentration and secure important knowledge. Staff understand the barriers that affect pupils' learning and adapt provision thoughtfully. As a result, pupils increasingly engage with learning and develop positive attitudes towards school.

Teachers demonstrate secure subject knowledge and use questioning and modelling effectively. The positive relationships between staff and pupils promote engagement and encourage pupils to persevere, when learning becomes challenging. Staff routinely adapt learning and how they deliver lessons to meet individual needs.

Work in pupils' books demonstrates increasing pride in their work and growing subject knowledge. Assessment is used effectively to identify gaps in learning and inform future teaching. When pupils enter the school, they complete assessments that expose gaps in their learning. Some pupils experience difficulties with communication and language that continue to cause barriers to their learning. While staff make adaptations to support these pupils, their communication and language needs are not identified or met as precisely as other areas of need.

Inclusion

Expected standard

Pupils receive support that reflects their individual needs and circumstances. This is particularly evident for the most vulnerable pupils. Staff have a detailed understanding of pupils' strengths and aspirations. This enables them to identify and address factors that may affect learning and their engagement.

Leaders make effective use of individual pupil passports. These are reviewed regularly and informed by daily observations. Staff use this information to adapt teaching approaches and levels of support. As pupils' needs change, provision changes with them. This ensures that support remains responsive. Leaders continue to monitor the impact of this provision closely, offering extra support when needed.

Staff work closely with families, care providers and external agencies to ensure that support remains relevant and effective. Disadvantaged pupils receive support that reflects their individual circumstances and helps them access the same opportunities as their peers. Regular reviews and ongoing communication ensure that pupil voice is heard and responded to. Parents and carers describe improvements in pupils' confidence and wellbeing.

The school's ethos fosters a sense of belonging. This in turn impacts on how frequently pupils attend school. All pupils access a broad range of opportunities and can each identify a key adult, who they can go to when they are in need. However, opportunities for pupils to access therapeutic support are less developed than other aspects of the provision.

Leadership and governance

Expected standard

Leaders are ambitious for the pupils who attend the school. They are determined to ensure that the life chances of pupils improve by the time they leave. Staff share this commitment. They provide calm and consistent support for pupils. Staff know that consistency helps provide pupils with the certainty they need to thrive. Parents and carers benefit from a school that listens. They value daily communication and feel listened to. Many are grateful

for the care and dedication shown by the school and recognise the positive difference this has made to family life.

Beacon Independent School is still relatively new. Leaders ensure that pupils remain central to decision-making during a period of growth. Recent staffing appointments have strengthened capacity further and enhanced key aspects of the school's work. Staff speak positively about the professional learning opportunities they receive. Leaders invite external partners to quality assure their work. They respond to improvement suggestions and consolidate things that are working well.

Leaders are reflective and open to challenge. They recognise the school's strengths and understand where further development is needed. Effective systems are in place to oversee safeguarding, the quality of the education pupils receive and finances. Governance arrangements continue to develop as the school grows. The proprietor body has started to strengthen arrangements to provide additional challenge and quality assurance. This work is at an early stage but demonstrates their openness and willingness to strengthen provision further. Parents, carers and staff speak positively about leaders' commitment to the school community.

Personal development and wellbeing

Expected standard

The school places a strong emphasis on helping pupils develop independence and aspire to successful futures. Staff encourage pupils to try new experiences and persevere, when challenges arise. As a result, many pupils take part in opportunities that they would previously have been reluctant to access and no longer view setbacks as failure. Staff maximise every encounter as an opportunity to nurture pupils' self-esteem and confidence.

The personal, social, health and economic curriculum and relationships, sex and health education programme reflect the needs of the pupils who attend the school. It supports their understanding of how to be healthy and safe and how to be a respectful citizen. Trips to local shops to buy food for cooking sessions provide opportunities for pupils to learn about healthy eating. It is during these moments that pupils demonstrate the skills they have been learning in lessons. Pupils also successfully learn about healthy relationships, including consent. They understand the personal risks they may face online. Leaders are aware of the specific exploitation risks many pupils face. They deliver activities to raise awareness of such risks. Pupils know who to report concerns to should they feel unsafe. Pupils understand the importance of being tolerant towards others. They celebrate cultural diversity days and understand that everybody is equal.

Pupils benefit from a wide range of experiences that broaden horizons and raise aspirations. Hospitality projects, sporting activities and trips help pupils develop independence and communication skills. Careers education helps pupils explore future pathways and understand how current learning can support their future hopes. Pupils talk confidently about ambitions in areas, such as engineering, policing, childcare and animal care. They recognise that education can help them achieve these aspirations. Opportunities to engage directly with employers and post-16 providers are less established than other aspects of the school's preparation-for-adulthood offer.

What it's like to be a pupil at this school

Pupils attend a school where previous difficulties do not define future expectations. Many look forward to attending school for the first time in their lives.

Staff take time to understand each pupil as an individual. They know pupils' interests and ambitions and the support they need to be successful. Relationships sit at the heart of the school. Pupils speak positively about trusted adults, who listen, encourage and support them when they need help. As a result, pupils develop confidence in themselves and in their ability to learn.

The school provides a calm and purposeful environment. Small teaching groups and highly personalised support help pupils access learning successfully. Staff adapt learning carefully and encourage pupils to persevere, when things become difficult. Pupils recognise that adults want them to do well and several described learning as more accessible because staff take time to explain, reassure and encourage. Many pupils now attend regularly, participate positively in lessons and engage in opportunities they previously found difficult. Pupils increasingly see themselves as learners and are beginning to recognise their own successes.

Beyond lessons, pupils benefit from a wide range of experiences that broaden their horizons and develop confidence. Trips, enrichment activities, hospitality projects, sport and preparation for adulthood activities help pupils build communication skills, resilience and independence. Pupils are enthusiastic about reward activities and opportunities to experience new things. They also talk confidently about their futures. They have ambition to pursue careers in engineering, policing and animal care. Staff encourage pupils to believe these aspirations are achievable and help them understand the steps needed to reach them.

There is a strong sense of belonging throughout the school. Pupils know they are understood, supported and valued. Confidence grows, ambitions develop and ambitions feel achievable. For many pupils, Beacon provides not only an education, but also a renewed belief in themselves and in what they can become.

Next steps

- Leaders should strengthen the identification and assessment of communication and language needs, so that pupils receive more targeted support to overcome barriers to learning.
- Leaders should further develop the support available to pupils so that barriers affecting learning, engagement and wellbeing can be addressed as effectively as possible.
- Leaders should further develop pupils' understanding of the opportunities and routes available to them beyond school.
- Leaders should continue to support families to reduce how frequently some pupils are absent from school.

About this inspection

The inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the Schedule to the Education (Independent School Standards) Regulations 2014.

This inspection took place on 29 September 2026 and 1 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the proprietor, headteacher, senior leaders, designated safeguarding lead, special educational needs coordinator, attendance lead and other members of staff during the inspection.

Inspectors visited lessons, reviewed pupils' work, scrutinised curriculum plans and discussed the implementation of the curriculum with leaders and staff. Inspectors evaluated pupils' experiences through detailed case sampling. This included pupils with education, health and care plans, looked after children and pupils who had experienced disruption to their education before joining the school.

Inspectors spoke with pupils about their experiences of learning, safety, personal development and future aspirations. Inspectors also considered the views of parents, carers and care home representatives through discussions and survey responses.

Inspectors reviewed safeguarding records, attendance information, behaviour records, recruitment checks, risk assessments, complaints documentation and information relating to the Independent School Standards. Inspectors toured the premises and evaluated leaders' arrangements for supporting pupils' education, wellbeing and safety.

The proprietor is JLE Page Education Ltd.

The chair of the proprietor body is Mr John Page.

The fees currently charged are £290 per day (£56,550 per year).

The school email address is headteacher@beacon-school.uk

The school does not operate from any additional addresses.

Information about this school:

Beacon Independent School is an independent special school for pupils aged 9 to 16 years.

The school opened to pupils in December 2025 and moved to its current premises following a material change approved by the Department for Education.

The school is registered to admit up to 18 pupils. At the time of the inspection, there were 15 pupils on roll.

All pupils have an education, health and care (EHC) plan.

Pupils attending the school have a range of needs, including social, emotional and mental health needs, autism spectrum disorder, attention deficit hyperactivity disorder, speech, language and communication needs, and trauma-related needs.

A significant proportion of pupils have experienced disrupted education prior to joining the school.

The school admits pupils from a number of local authorities, including Staffordshire and neighbouring authorities.

There are children known to social care on roll.

The school does not have a sixth form.

The school does not use alternative provision.

The school uses off-site community facilities to support the delivery of physical education and recreational activities.

Headteacher: John Page

Independent school standards

Independent school standards are either met or not met for each category.

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1. Quality of education provided Standards met

All standards have been met.

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2. Spiritual, moral, social and cultural development of pupils Standards met

All standards have been met.

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3. Welfare, health and safety of pupils Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors Standards met

All standards have been met.

5. Premises of and accommodation at schools Standards met

All standards have been met.

6. Provision of information Standards met

All standards have been met.

7. Manner in which complaints are handled Standards met

All standards have been met.

8. Quality of leadership in and management of schools Standards met

All standards have been met.

Lead inspector:
Antony Bradshaw, His Majesty's Inspector

Team inspector:
Lynda Townsend, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 29 September 2026

Total pupils

15

School capacity

18

Pupils with an education, health and care (EHC) plan

15

Pupils with special educational needs (SEN) support

0

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence ⚫

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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