

Beavers Community Primary School

Arundel Road, Hounslow, Middlesex, TW4 6HR

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

It is not good because

- Achievement over time is not yet good enough despite some rapid improvements taking place in reading and writing.
- Achievement in mathematics is not yet good in most year groups as there is too little challenge and too few opportunities for pupils to develop their calculation skills.
- Teachers do not always have high enough expectations for the more able who can achieve at a faster rate.
- Teachers do not always support meeting pupils' individual writing targets through work in other subjects.
- The marking of pupils' work does not always provide clear guidance on what the pupils need to do to improve their work.
- Although leadership is good overall, a few leaders with particular responsibilities have not developed their role sufficiently well to be able to make thorough checks on teaching and learning so that all groups of pupils, particularly the more able, make consistent progress.
- Sometimes, adults that support groups of pupils in the classroom are not sufficiently effective in helping them make progress.

The school has the following strengths

- Leaders' swift action has led to the eradication of inadequate teaching in Years 5 and 6 and improving standards.
- The progress made in all years is accelerating due to teachers' effective use of assessment data and the checks made on the quality of teaching by school leaders.
- Children in Nursery and Reception get a good start to their school life.
- Pupils are polite, welcoming and behave well during lessons.
- The inclusion of new members to the governing body has increased the level of expertise. They are now holding the school to account for pupils' achievement.
- The school's links with a local secondary school has enhanced the learning of more-able pupils in Years 5 and 6.

Information about this inspection

- Inspectors observed 28 lessons, of which four were joint observations with the headteacher and one with the deputy headteacher. They also visited groups of pupils who need more help with their learning.
- Inspectors attended an assembly, observed break times in both the Key Stage 1 and 2 playgrounds and looked at the school’s website.
- Meetings were held with a group of pupils and members of the governing body, a representative from the local authority, an adviser from the London Diocesan Board of Education and school staff, including senior and middle leaders.
- Inspectors took account of 15 responses to the online Parent View survey, the school’s own questionnaire and inspectors spoke to parents and carers informally. Staff questionnaires were also considered.
- The inspection team took into account a number of school documents, including the school's self-evaluation, information on the management of teachers’ performance, views of the local Diocesan Board of Education, the governing body minutes, the school’s development plan and records relating to safety, attendance and safeguarding.
- Inspectors analysed information on pupils’ achievement across the school over the past five years and the school’s own recent achievement data.
- Inspectors looked at samples of pupils’ books, listened to pupils read and observed the teaching of phonics (the sounds letters make).

Inspection team

Jameel Hassan, Lead inspector	Additional inspector
Justina Llochi	Additional inspector
Margaret Wolf	Additional inspector

Full report

Information about this school

- Beavers Community Primary is larger than the average-sized primary school and is expanding to accommodate a further influx of additional pupils in the area.
- The mobility of the pupil population is well above the national average with more pupils leaving and joining the school at other than at the usual times.
- The proportion of disabled pupils and those with special educational needs supported through school action and school action plus, or with a statement of special educational needs, is considerably higher than the national average.
- A larger proportion of pupils than is typical speak English as an additional language.
- Pupils are from a variety of ethnic backgrounds. The largest groups are Black African and White British and just under half are from other groups of White heritage, Indian, Pakistani, mixed Asian and other Black backgrounds. There are very small percentages of Irish and mixed-heritage pupils in the school.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided for looked after children, pupils eligible for free school meals and children of service families, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' achievement and progress.
- The school makes use of alternative provision in other local schools for pupils with behavioural needs where their needs can be met more appropriately.
- The school has federated with a local secondary school along with five other local primary schools.
- The school is provide support from a local academy.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, especially in Years 3 and 4, for all groups of pupils so as to raise attainment by:
 - ensuring all teachers plan lessons to meet the different learning needs of all pupils and especially the more able
 - providing appropriate support for teaching assistants so they are better able to support pupils' learning in the classroom
 - ensuring that the marking of pupils' work is accurate and provides pupils with guidance on how to improve, particularly in mathematics
 - ensuring pupils' targets in writing are reinforced through their learning in other subjects
 - ensuring there is sufficient challenge and opportunities for pupils to develop their calculation skills in mathematics.
- Further enhance the work of leaders with particular responsibilities by:
 - developing their ability to make accurate checks on the quality of teaching and learning in their areas to bring about better progress in all year groups
 - improving their use of performance data in tackling any identified underperformance.

Inspection judgements

The achievement of pupils

requires improvement

- Standards achieved over time have been too variable. Attainment has been below national expectations for some time due, in part, to the high numbers of pupils joining the school other than at the usual times, in all years. Nearly half of those who made good progress in the Early Years Foundation Stage had left before they reached the end of Key Stage 1. By the end of Key Stage 2, very few pupils have been right through the school since Reception. Pupils that have been at the school since Reception have reached average standards and some have made good progress, although there are still some weaknesses in writing and mathematics.
- Children get off to a good start in the Early Years Foundation Stage. They enter the Nursery with skills below those expected for their age in all areas of learning. They mostly leave Reception in line with national expectations, particularly in literacy. In 2010 and in 2012, children's progress was good but in 2011, it was less good.
- By the end of Key Stage 1, attainment in the past has been low. However, the school's current data show that progress is on a clear upward trajectory.
- At the end of Year 6 in 2012, pupils had not made enough progress in reading, writing and mathematics. Rates of progress are now accelerating due to improved teaching and more focused actions to address any underachievement. Pupils across all year groups, whatever their backgrounds, are now making more rapid progress, particularly in English. However, in mathematics, there is not sufficient challenge and too few opportunities for pupils to develop their calculation skills. Except for Year 6, progress in writing is slower, particularly those who are more able.
- In 2011, the attainment of pupils eligible for free school meals was better than similar pupils nationally in English. In 2012, they achieved in line with national expectations but did less well in mathematics. The progress of these pupils is improving rapidly because of the effective support provided. Rates of progress of disabled pupils, those with special educational needs and those who speak English as an additional language are improving because of targeted support.
- Work seen in lessons and in pupils' books shows that achievement overall is improving. However, pupils do not make consistently good progress in mathematics and some work is not well matched to pupils' needs. Some pupils lack confidence in using appropriate calculation strategies. There are opportunities, across the curriculum, for pupils to develop their writing skills.
- Most pupils generally read widely and often. In Reception, there are suitable activities for children to increase their vocabulary through encouraging them to talk about their learning. Phonics teaching is good in Key Stage 1 and older pupils are able to pronounce new and difficult words because time is devoted to developing their reading skills. In addition to phonics teaching, there is a reading programme organised with a local business, where volunteers support pupils' love of reading and improve their understanding of what they are reading. This is reflected in the expected and good progress pupils make in reading across the school.

The quality of teaching

requires improvement

- The quality of teaching has been inconsistent over time. As a result, pupils have not made good progress. Teachers do not always remind pupils of their targets regularly during the lessons, especially for writing and, consequently, pupils are sometimes unsure how to achieve them. In weaker lessons, expectations are not high enough. Planning does not always match pupils' different needs well as similar work is sometimes set for all abilities. Work is too hard for some less-able pupils and not always challenging enough for more-able pupils. Teachers do not check on pupils' progress frequently enough during lessons and then adapt their teaching accordingly.
- Teaching in the Early Years Foundation Stage is good. Children are able to build on their previous learning and progress at their own pace as teachers adjust work to meet the children's

needs.

- Pupils' work is marked regularly but does not consistently provide advice on how to improve, particularly in writing and mathematics. There are opportunities to improve pupils' writing in some lessons, but it is not a constant practice across subjects.
- Where teaching is good, there is a brisk pace and appropriate resources are used. Teachers use information on pupils' previous learning well to set suitable tasks. In a Year 1 class, pupils were doubling numbers using methods they had been taught and were challenging themselves and their peers during the activity. More-able pupils in Year 6 are now being supported by having a specialist mathematics teacher from a linked school delivering lessons each week.
- Not all teaching assistants are fully aware of how to best help pupils with class work and this occasionally restricts pupils' learning.

The behaviour and safety of pupils are good

- Where the lessons are good, pupils' behaviour is managed effectively to keep pupils on task and interested. In Reception, the children have exemplary attitudes towards learning.
- Most parents and carers who responded to the Parent View questionnaire were positive about pupils' behaviour and think that their child feels safe at school, a view confirmed by the school's own recent questionnaire.
- There is a clear expectation that all pupils from the various ethnic backgrounds should work together. In lessons throughout the school, pupils showed respect towards each other, regardless of their background, and supported each other in their learning.
- Pupils say they feel safe in school and that teachers are the 'shining lights' to help them feel safe. They have a clear understanding about bullying and the different forms it may take, including homophobic bullying. They believe that the school deals with any incidents of bullying effectively.
- Pupils readily accept new arrivals and make them feel welcome, even if they only stay for a short time. Pupils are aware of some parents' and carers' language needs, for example they help with translations for parents and carers whose English is very limited.
- The school has developed a nurture group to support pupils temporarily excluded in the past and makes effective use of its partnership with other schools to help pupils improve their behaviour; as a result, they have been successfully integrated back into the mainstream classes.
- Attendance is broadly average and improving with punctuality being strong across the school.
- Pupils have a good understanding of how to keep safe. Within the curriculum, there are opportunities for them to learn about internet, fire and road safety.

The leadership and management are good

- Due to the rapid expansion of the school, school leaders have extended and strengthened the current leadership, which has helped them to become more effective in tackling any underachievement.
- The school is working hard to accelerate pupils' progress in all year groups. A new system for checking on pupils' progress has helped leaders to more clearly identify any underperforming pupils quickly and to swiftly take action to address the issue, for example for White British boys.
- The school has a good understanding of its own performance and an informative and detailed school development plan.
- Teachers' accountability has increased. Systems for the management of performance mean all teachers have targets to improve their teaching. Mentoring from stronger teachers has improved the quality of teaching in all years but some weaknesses remain in Years 3 and 4.
- Robust targets for leaders with particular responsibilities are ensuring that they are improving their effectiveness. The skills of a few are less well developed in making accurate checks on the quality of teaching and learning, and in using performance data to identify and tackle any

underperformance.

- A revised curriculum provides opportunities for pupils to extend their experience with trips, such as a visit to the science museum. Pupils' different religious heritages are used well to enhance the curriculum. In a Year 6 class, a child recited part of the Qur'an and answered questions, to enhance other children's understanding of Islam. Consequently, the pupils were more engaged in their learning.
 - Moral values are taught throughout the curriculum. For example, during a Key Stage 1 assembly on the Titanic, there was a strong link made with UNICEF's Rights Respecting Schools Programme and the value of 'determination'; the importance of this value was later reinforced during lessons.
 - Festivals are celebrated, such as Diwali, Eid and Christmas, which represent the community's beliefs. Pupils take part in collective worship and use the time for reflection. Pupils take seriously their responsibilities as members of the school council and house captains. Following a consultation with pupils, there are a wide range of clubs including art, Spanish, dance and football.
 - There is a strong parent association which provides good support through raising money and organising events.
 - Guidance from the diocese has helped the headteacher with her performance management and in setting targets, and the local authority has provided training for the governing body.
 - Outside agencies effectively support pupils who need additional help, such as speech and language therapy and behaviour. The federation has supported the school with information and communication technology and a local academy provides additional teaching expertise, especially in mathematics.
 - **The governance of the school:**
 - The governing body supports the senior leaders well in securing the necessary improvements across the school and challenges weaker practices. It knows the school's strengths and weaknesses and the quality of teaching, having supported the school in eradicating ineffective teaching. Governors take their role seriously and visit the school on a regular basis. Recent training from the local authority has given governors an accurate understanding of data so they are better able to check on pupils' achievement and ensure that pupil premium funding is used appropriately to support those who need extra help. They know about performance management and about suitable rewards for good teaching. They ensure safeguarding procedures keep pupils safe.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102520
Local authority	Hounslow
Inspection number	400553

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	578
Appropriate authority	The governing body
Chair	Carol Mcleod
Headteacher	Dorina Scott
Date of previous school inspection	10–11 November 2009
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