

Beever Primary School

Moorby Street, Oldham, Greater Manchester OL1 3QU

Inspection dates

13–14 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not acted quickly enough to make improvements, particularly in mathematics.
- Expectations are not sufficiently high. Leaders have not ensured that pupils, particularly the most able, make the gains in achievement that they are capable of.
- Teaching is not consistently strong across the school. It is not good enough to secure strong progress for all pupils, including the most able and those who are disadvantaged. Too few pupils reach the expected and higher standards.
- Pupils are hampered in their learning in mathematics by not having a quick recall of number facts.
- Leaders do not use assessment information to intervene quickly enough. It is not used precisely enough to plan activities which challenge pupils, especially in mathematics.
- Despite improvements in attendance, persistent absence is still high.
- Temporary leadership in early years lacks detailed knowledge of this age group. Activities are not focused enough to meet children’s learning needs precisely.
- The school welcomes pupils who are international new arrivals and those who have English as an additional language (EAL). Teachers do not have sufficient strategies to ensure that they maximise pupils’ chances to catch up.

The school has the following strengths

- Newly appointed staff have strengthened the senior leadership team. They have a clear understanding of what needs to improve. The impact of recent actions can already be seen.
- This is an inclusive, welcoming community. Behaviour is good. Pupils are well cared for. Pupils feel, and are kept, safe and have very positive attitudes towards learning.
- Pupils experience a broad and balanced curriculum, with a good mixture of extra-curricular activities. They are well prepared for life in modern Britain.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress because of the effective support provided for them.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes by accelerating their achievement, particularly in mathematics, so that they make the gains they are capable of at the expected and higher standard.
- Improve the quality of teaching and accelerate pupils' progress by ensuring that teachers:
 - raise their expectations of what pupils can achieve
 - provide opportunities to extend and challenge pupils to think more deeply about what they are learning
 - ensure that pupils have a good and immediate recall of mathematical number facts
 - increase their knowledge and strategies to support international new arrivals and EAL pupils
 - use assessment more precisely in lessons to challenge and move pupils on in their learning.
- Embed the changes made to reduce persistent absence so that as many pupils as possible come to school every day.
- Improve provision in the early years by:
 - securing effective leadership as soon as possible
 - ensuring that teaching is focused on maximising children's learning
 - providing suitable challenges so that more children achieve a good level of development.
- Improve the impact of leadership and management by ensuring that:
 - the pace of improvement is speeded up so that more pupils achieve what they are capable of more quickly
 - leaders insist on high expectations of achievement for pupils, including the most able, particularly in mathematics
 - assessment information is used more effectively to ensure that pupils receive additional support at an earlier stage.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, leaders have not been effective in bringing about the required changes to move the school forward. Leaders have maintained high expectations of pupils' conduct and behaviour. However, they do not have similar high expectations of what pupils can achieve, nor do they recognise what they are capable of.
- The newly appointed leaders are already providing effective support for the headteacher. Following monitoring of teaching and learning, leaders are developing a more accurate view of the school's strengths and areas for development and have produced detailed action plans outlining what needs to be done. However, although there are early signs of improvement in reading and writing, progress is inconsistent. This is especially so for the most able and in mathematics. Temporary leadership of the early years has delayed improvement. Consequently, too few pupils make the progress they are capable of.
- Leaders collect assessment information regularly. They use it effectively to hold teachers to account for pupils' attainment and progress, through termly meetings. This is having some impact on improving standards. However, a lack of aspiration and inconsistencies in teaching and learning are barriers to pupils achieving their full potential. Middle- and higher-attaining pupils do not receive the support they need to make accelerated progress.
- The senior leadership team has already begun to develop the work of middle leaders. The impact of middle leaders on teaching and learning across the curriculum and on improving outcomes for all pupils is stronger. Senior leaders provide relevant training and coaching to middle leaders, which has had a positive impact on raising standards, for example in science and physical education.
- Leaders have recently reviewed the curriculum to ensure that it is broad and balanced. They ensure that there are a wide range of learning activities that motivate and engage pupils in learning and develop skills in different areas. The curriculum is enriched by real-life experiences to stimulate and excite pupils, such as visitors coming into school and pupils going out on school trips. For example, pupils were very keen to tell an inspector about a trip to Chester when they met a Roman soldier, visited the amphitheatre and had a tour of the city. Where possible, staff plan opportunities for pupils to apply their reading and writing skills across the curriculum.
- Leaders have brought about a number of improvements. Reading and writing is improving across the school, due to effective training for staff, a revised handwriting scheme and the purchase of high-quality texts for pupils to read. However, developments to secure improvements in mathematics are not as advanced, because action plans are not as focused or robust as they are for reading and writing.
- A new behaviour system has been introduced and is popular with pupils, who enjoy receiving awards for their efforts. The number of fixed-term exclusions is reducing. Improving attendance has been a significant focus for leaders, with very positive indications that persistent absence is starting to reduce.

- The leadership and organisation of provision for pupils who have SEN and/or disabilities are effective. Needs are identified early and appropriate external support is sought when necessary. Additional teaching is in place and in-class support, provided by support staff who understand individual needs well, has a strong impact on pupils' good progress.
- Leaders are passionate about widening experiences for pupils and raising their aspirations about what they might achieve when they are adults. Pupil premium funding is used effectively in this respect. For example, pupils value and enjoy the chance to learn to play a musical instrument, learn to swim and visit places of interest across the wider north-west region. The daily breakfast club offers great value for money. However, leaders are aware that the pupil premium strategy is not fully effective in raising the attainment of disadvantaged pupils.
- Primary sport funding is used effectively. Leaders are aware of the importance of physical activity and provide pupils with a range of opportunities. Well-organised and enthusiastic sports coaches work alongside teachers to teach physical education. Sports coaches also run lunchtime and after-school clubs, which are well attended and enjoyed by pupils.
- Leaders promote pupils' spiritual, moral, social and cultural education successfully. The integration of pupils from different backgrounds is a strength of the school. Discussions with pupils and displays around the school evidence pupils' knowledge of, and tolerance towards, people of different faiths and cultures. Pupils also have a strong understanding of wider world issues, such as hate crime and being eco-friendly, and a knowledge and understanding of the rule of law. Pupils are well prepared for life in modern Britain.

Governance of the school

- Governors are keen and highly committed to the school. They are passionate about their role in the school and the part the school plays in the local community. The chair of the governing body has ensured that governors bring a wide range of skills that help them to support and challenge leaders.
- Governors ask appropriately challenging questions of school leaders. However, they do not insist on the highest-possible academic expectations or that school improvement actions are completed urgently.
- The governing body monitors how leaders spend the pupil premium and sports funding. However, this monitoring does not focus strongly enough on raising the attainment of disadvantaged pupils.
- Governors are knowledgeable about the school. They have a good understanding of the ethos of the school and the impact of leaders' work to develop pupils' personal, social and emotional development.
- The governing body is diligent in carrying out its responsibilities to safeguard pupils. The safeguarding governor regularly oversees and monitors safeguarding and welfare-related matters.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils are safe in school because leaders have created a culture where everyone understands and fulfils their role in keeping pupils safe. Staff are well trained and are kept up to date with any new information about child protection matters. Staff know what to do if they are worried about a child.
- Leaders engage with agencies outside the school when a pupil is potentially vulnerable. They work hard to ensure that pupils are kept free from harm.
- Leaders and governors have ensured that safeguarding arrangements are robust and implemented effectively by staff. Statutory checks are carried out on the suitability of staff to work with children.
- Pupils say that they feel safe in school and that adults will help if needed. They were able to tell inspectors about the ways they keep safe in a range of situations, including when they are online. Parents and carers who spoke with inspectors confirmed that their children are well cared for and safe in school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is inconsistent across the school and within subjects. Although there are signs of improvement, teaching remains that requires further improvement, especially in mathematics. This results in progress not being fast enough for pupils to achieve to the best of their ability.
- Expectations of what pupils can achieve are often too low. Teachers do not set work or plan activities which challenge pupils at the right level for their ability. The most able pupils are sometimes expected to complete tasks which they have already mastered, or are given challenges which do not deepen their learning. Consequently, the most able pupils do not make consistently good progress.
- Teachers do not check closely which pupils need further challenge to their learning or additional help to overcome a misunderstanding. At times, teachers and teaching assistants do not pick up on pupils' errors, and misconceptions can go unnoticed. As a result, pupils continue to make mistakes.
- The teaching of mathematics is not consistently strong and progress is hindered by lack of ambition for what pupils can achieve. Teachers do not provide activities which encourage pupils to explain their thinking or allow them to transfer their understanding of mathematical concepts to problem-solving activities. Pupils are not expected to recall known number facts quickly to support them in solving more complex calculations. This slows their learning and progress.
- Teachers provide opportunities to develop pupils' speaking and listening skills. This helps all pupils, including those who speak English as an additional language, to build up a good repertoire of words and to talk about their learning clearly and confidently. However, some pupils, who are international new arrivals, have no English when they join the school. Staff do not have sufficient knowledge of strategies to support them effectively to learn English so that they can catch up quickly.

- The teaching of reading is improving, due to a revised, consistent approach to reading across the school and training for all staff. Teachers now plan, organise and resource reading sessions more effectively. To address the fact that too few pupils read often at home, leaders ensure that there are regular opportunities for them to read to adults in school.
- Teachers benefit from training focused on the teaching of phonics, punctuation, grammar and spelling and they are growing in confidence when teaching writing. Teachers have high expectations for the presentation of work. Writing in books is neat and tidy and this is consistently strong across the school. Pupils valued the opportunity to work with a poet who spent the day in school. They enjoyed planning, writing and performing their own poems.
- For those pupils who have SEN and/or disabilities, the high-quality support they receive is targeted and effective. Pupils make progress because additional support is well planned and well delivered. Teaching assistants have a positive impact on pupils' progress. The positive management of behaviour and the focus on pupils being ready for learning is a strength.
- The vast majority of parents who spoke to inspectors feel that their children are taught well and make good progress in school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Beever Primary School is a friendly and welcoming place. Pupils are happy and confident. They are polite to visitors and are clearly proud of their school. School leaders and staff know pupils and their families well. They identify pupils and parents who may need additional guidance and support and put this in place quickly.
- Older pupils enjoy positions of responsibility, such as helping younger ones in the dining room, being playground buddies and organising playtime activities. They enjoy their role as school councillors and take their responsibility as hate crime ambassadors very seriously. Pupils know when and how to report incidents of hate crime.
- Pupils have very positive attitudes to learning. They are eager, work hard, take pride in their presentation and are proud of their achievements. This leads to a classroom atmosphere that is positive, fun and creates just the right climate for learning.
- Leaders provide very effective spiritual, moral, social and cultural development. This includes a variety of educational visits to different places of worship and places of historical, geographic and scientific interest. Visitors to school bring another positive dimension to pupils' experiences. Pupils say that they enjoy the chance to talk in personal, social and emotional development sessions as this gives them the opportunity to explore their own feelings and how to deal with life situations.

- Leaders promote healthy lifestyles. Pupils are encouraged to eat healthily and exercise regularly. Pupils across the school enjoy the professional instruction from a sports coach. Many pupils benefit from the range of extra-curricular clubs and activities provided by the school. This includes the 'wrigglers and jigglers club' for exercise for Reception children and a cookery club for pupils in Years 1 to 6.
- Parents speak very highly of the support that their children receive, especially those who have SEN and/or disabilities. Parents say that staff go 'above and beyond' to help.
- Pupils have a good understanding of the difference between bullying and falling out. They say that bullying is rare and that the school is a safe place to be. Most are confident that, if they had any concerns, staff would listen and act quickly.
- Pupils know how to keep themselves safe in different situations, for example on roads and in the community. Pupils know the different ways to keep themselves safe when using the internet and when playing games online.

Behaviour

- The behaviour of pupils is good.
- Pupils, parents and staff say that behaviour in school is positive. Pupils conduct themselves sensibly in lessons, on corridors and during less-structured times, such as playtime and lunchtime.
- Pupils are warm and friendly, offering a cheery 'good morning' to staff and visitors. They are polite and courteous, holding doors open for others, taking turns with resources and sharing equipment in lessons and at playtime.
- Pupils contributed to developing the revised behaviour system and are clear about how the new positive behaviour system works. They are familiar with the sanctions associated with poor behaviour and value the rewards which are presented during assemblies.
- Leaders diligently monitor absence and follow up concerns with parents quickly. They work closely with other external agencies, such as the pupil attendance officer, to ensure that attendance concerns are addressed. As a result, attendance has improved and is now comparable to national averages. However, despite their best efforts and a number of successes, the level of persistent absence is still too high.

Outcomes for pupils

Requires improvement

- At the end of key stage 1 in 2017, a greater proportion of pupils achieved the expected standard in writing and a small proportion attained the higher standard. However, standards declined in reading, science and, more significantly, in mathematics. No pupils achieved the highest standard in reading or mathematics. Attainment for disadvantaged pupils in key stage 1 has declined in all subjects and no disadvantaged child has achieved the highest standard in the last two years.
- At the end of key stage 2 in 2017, there was an improvement in pupils' attainment in reading and writing. This was not the case for mathematics. Pupils' attainment in mathematics was below the national average. There was also little increase in the

proportion of pupils attaining the highest standard, which was below the national average. The proportion of disadvantaged pupils achieving the highest standard in all subjects was below that of their non-disadvantaged peers.

- Teachers give much attention to teaching the skills of reading. The proportion of pupils reading at the expected standard at the end of key stage 2 has increased and in 2017 was in line with national figures. There has also been an increase in the number of pupils achieving the highest standard in reading. Pupils told inspectors about their favourite authors and the types of books they enjoy reading.
- The focus on teaching phonics has resulted in some improvements in Year 1 and Year 2. Pupils make good use of their phonic skills to tackle new words when reading and writing.
- Improvements in key stage 2 are also evident in writing, although the proportion of pupils achieving the expected standard remained below the national average in 2017. Progress is beginning to speed up. Pupils' skills are improving the quality of their writing, and most now make steady progress. Pupils' attainment in grammar, punctuation and spelling at the end of key stage 2 rose to being above the national average in 2017. There was also an increase in the proportion of pupils achieving at the highest standard.
- Until recently, leaders' actions to improve standards, particularly in mathematics, have lacked urgency. The progress pupils make has been inconsistent across the school due to variations in the quality of teaching. The most able pupils are not challenged sufficiently and, as a result, very few attain the highest standards.
- Improvements are emerging in response to new leaders' actions to accelerate progress. The school's assessment information and work in pupils' books show that the majority of current pupils make stronger progress from their starting points in reading and writing. However, the impact of leaders' actions in mathematics is less evident. Although work in books shows that pupils develop basic computation skills well, they have limited opportunities to apply their skills to more challenging tasks and to deepen their knowledge.
- Pupils' topic and science books show that they make strong progress across the wider curriculum. Pupils' knowledge and understanding of a wide range of subjects is increasing. They have opportunities to develop and consolidate their reading and writing skills in other subjects.
- Pupils who have SEN and/or disabilities make good progress from their starting points. The support offered by teachers, teaching assistants and the pastoral care manager is effective and ensures that pupils are successful.

Early years provision

Requires improvement

- The vast majority of children enter early years with skills and knowledge below those typical for their age. In 2017, the proportion of children achieving a good level of development was below the national average, as it has been since the last inspection. However, overall, the proportion of children reaching a good level of development by the end of early years is now increasing year on year and most make steady progress. This improvement helps children to make a smoother transition to Year 1.

- The early years provision is currently led by the headteacher. Although he is holding the fort, the early years is not his area of expertise. Nevertheless, an action plan has been developed which recognises a number of the improvements needed to secure better outcomes for all children.
- The quality of teaching requires improvement. Teachers and other adults do not use assessment information as sharply as they could to inform teaching. As a result, teaching is not sufficiently matched to children's learning needs, which slows the rate of progress, especially for the most able. For example, children in the Reception class were encouraged to write their name. Laminated name cards were provided for them to overwrite. However, inspectors saw children not only able to write their name independently but also a list of favourite foods including mango and rice. By contrast, other children were silently 'feeding' dolls with crisped rice. These activities did little to promote the development of children's skills.
- The promotion of early reading, writing and number skills in Nursery and Reception is underdeveloped. Staff do not exploit every opportunity to challenge children's learning during activities. For example, in Nursery, children explored glittered eggs which opened to reveal a chick. Questions posed by staff only required single-word, right-or-wrong answers. The questions did little to extend the children's learning. Opportunities to extend children's knowledge and skills are missed, and this delays their progress.
- The early years classrooms are bright, stimulating rooms with a lively, happy atmosphere. Many activities are well resourced, enabling children to use their imagination, explore new things and try out new skills.
- Staff plan role-play activities effectively to promote the development of speaking, listening and social interaction skills. The children in Reception enjoyed taking on the roles of stylist and customer in the hairdressing salon. Customers watched in the mirrors as stylists brushed their hair, created plaits and twists and added slides, clips and bows to complete their creations. Stylists chatted away to customers and the children sustained their play without adult support. Children are confident and keen to engage in role play. They behave and play together happily. Children are polite, listen to each other, take turns and help each other.
- Safeguarding in the early years is effective and statutory requirements are met. Indoor and outdoor learning environments are safe and secure.
- Relationships between staff and children are positive and children are well cared for. Children settle into school life well because of the nurturing support they receive. Parents are extremely positive about the start their children make at school.

School details

Unique reference number	105627
Local authority	Oldham
Inspection number	10037780

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Mrs Nicky Carter
Headteacher	Mr Greg Oates
Telephone number	01617708351
Website	www.beever.oldham.sch.uk
Email address	info@beever.oldham.sch.uk
Date of previous inspection	30 January 2014

Information about this school

- Beever Primary School is an average-sized, one-form-entry primary school.
- Since the last inspection, changes in staffing at the leadership level have included the appointment of a new deputy headteacher and an assistant headteacher.
- Half of the pupils on roll are of White British heritage. The other pupils are from 13 ethnic groups. The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is average. The proportion of pupils who receive SEN support is well above the national average.

- The school meets the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in all classes across the school. Some observations were conducted jointly with the headteacher and deputy headteacher. Inspectors also looked at pupils’ workbooks and records of children’s learning in the early years.
- Inspectors talked with groups of pupils to seek their views about the school. They also listened to the views of pupils during lessons, playtimes and lunchtimes.
- An inspector listened to a number of pupils read.
- Inspectors held meetings with the headteacher, deputy headteacher, the special educational needs coordinator, the pastoral support manager and middle leaders.
- An inspector met with seven members of the governing body, including the chair of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors scrutinised a number of school documents, including the school’s self-evaluation and school improvement plans, pupils’ performance information, governors’ minutes, records relating to behaviour, checks on teaching and learning and pupils’ attendance records.
- Inspectors undertook a check of the school’s policies and procedures for the safeguarding of pupils and looked at published information on the school website.
- Inspectors observed pupils’ behaviour in lessons, at lunchtimes and playtimes and around the school.
- Inspectors spoke with parents and staff and took account of the responses in the most recent parent survey undertaken by the school. There were too few responses to Ofsted’s online parent questionnaire Parent View to allow any analysis.
- Inspectors considered 31 responses to the Ofsted pupil survey and 13 responses to the Ofsted questionnaire completed by school staff.

Inspection team

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Ofsted Inspector

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Her Majesty’s Inspector

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