

Inspection of a good school: Beech Street Community Primary School

Beech Street, Winton, Eccles, Manchester M30 8GB

Inspection dates:

8 and 9 December 2022

Outcome

Beech Street Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils, and children in the early years, enjoy attending this happy and caring school. Pupils live out the school's core values of tolerance, respect, ambition, courage and kindness in their everyday interactions. Pupils said that staff make sure that everyone is safe. Pupils, and their parents and carers, are proud to be part of this vibrant school community.

Leaders have high expectations of pupils' achievement. This includes disadvantaged pupils, those pupils who speak English as an additional language (EAL), and pupils with special educational needs and/or disabilities (SEND). Overall, pupils achieve well. Children in the early years are well prepared for the demands of Year 1.

Pupils respond positively to staff's high expectations of their behaviour. They are polite, friendly, well-mannered and hard-working. Children in the early years settle in quickly. Leaders do not accept bullying. If it happens, staff deal with it quickly.

Pupils participate enthusiastically in a wide range of inspiring cultural, artistic and sporting activities outside the academic curriculum. Staff give every pupil the chance to represent the school at a sporting event. Pupils enjoy taking on a wide range of responsibilities. For example, pupils are keen to represent their class on the school council and to act as reading buddies and library monitors.

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

Leaders have designed a curriculum that enables pupils to develop their knowledge across all the subjects of the national curriculum. They have identified the essential information that pupils, including children in the early years, must learn. They have also considered the order in which new knowledge should be learned. All pupils follow this well-organised and ambitious curriculum, including disadvantaged pupils, those who speak EAL and pupils with SEND.

Leaders make sure that pupils understand most of the topics and concepts that they are studying. Teachers help pupils to make increasingly secure links between the subjects that they study, for example science and geography. In the main, teachers regularly revisit knowledge so that pupils can apply it to new contexts. However, in some subjects, including history and geography, sometimes teachers do not revisit work from previous years. Therefore, on occasions, some pupils cannot recall or build on what they have learned lower down the school.

Teachers have strong subject knowledge. They use their knowledge to deliver the curriculum well. Teachers explain new concepts clearly to pupils. They frequently check pupils' understanding and use this information well to address any misconceptions that pupils develop.

Leaders foster a love of reading, and they ensure that it is a central component of pupils' education. For example, 'Bertha the Book Machine' encourages pupils to read for pleasure. There are well-planned visits from authors, and the school libraries are inviting, well stocked and well used.

All staff who teach reading have been well trained to deliver the school's phonics programme with confidence. Children learn phonics as soon as they start school. The words in the books that children and pupils read are well matched to the sounds that they are learning. Staff spot if pupils are falling behind and quickly help them to catch up. As they move up the school, almost all pupils become confident and fluent readers.

In the early years, staff ensure that children learn to listen, follow routines and take turns. Teachers design interesting activities which develop children's skills, including speaking, listening and early mathematics. By the end of the Reception Year, most children are well prepared for key stage 1.

Leaders quickly identify pupils with SEND, including in the early years. They make sure that staff have the information and training that they need to help these pupils to follow the same curriculum as their peers. Leaders use appropriate external support for those pupils who require it. Staff make sure that pupils with SEND participate in everything that the school offers.

In class, a minority of pupils struggle to concentrate and follow instructions. With care and skill, leaders, teachers and teaching assistants help these pupils to behave as well as their classmates. As a result, learning is not disrupted. Lessons and social times are orderly.

Leaders want pupils to leave school prepared to succeed in the modern world. They make sure that all pupils experience democracy by voting for positions of responsibility. Pupils celebrate diversity within their own community and in the wider world. Leaders ensure that pupils have equal access to a wide range of experiences, such as participating in sport and learning to play a musical instrument.

Staff feel appreciated by leaders. They have considerable opportunities for ongoing training. Leaders take staff's well-being and workload into account when making

decisions. Governors know the school well and have used this knowledge to improve the quality of education for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take great care to protect pupils from harm. Staff undertake regular safeguarding training, and they know how to identify those pupils who may be at risk. They are alert to the dangers that children, pupils and their families may face in the local area. Staff know which procedures to follow if they have any concerns about a pupil's well-being or safety.

Leaders quickly follow up on any concerns. They engage with external agencies when required. This is to ensure that pupils and their families receive any specialist help that they need.

Staff teach pupils how to keep themselves safe, including when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not revisit parts of the curriculum to link new knowledge to what pupils have learned in previous years. This means that some pupils do not remember some aspects of the curriculum as well as they should. Leaders should ensure that the curriculum in all subjects provides pupils with opportunities to revisit previous learning. This is so that pupils can build securely on what they already know and remember of different subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

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](#)' 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	105906
Local authority	Salford
Inspection number	10211320
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	254
Appropriate authority	The governing body
Chair of governing body	Stephen Wigley
Headteacher	Ben Spedding
Website	www.beechstreetprimary.co.uk
Date of previous inspection	31 January 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders make use of one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met the headteacher, other leaders and members of the governing body. She also spoke on the telephone to a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, she met the subject leader to discuss the curriculum, visited a sample of lessons with the subject leader, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work with the subject leader.
- The inspector also scrutinised the curriculum and pupils' work in some other subjects.

- The inspector reviewed a range of documents about safeguarding. The inspector also spoke to staff about how they keep pupils safe.
- The inspector considered the views expressed by parents in their responses to Ofsted Parent View, including their free-text comments.
- The inspector considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's survey for pupils. The inspector scrutinised the school's own surveys for parents and pupils. She also spoke to some pupils about school life.
- The inspector spoke to staff to discuss leaders' support for their workload and well-being.

Inspection team

Liz Kelly, lead inspector

Ofsted Inspector

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