



# Beavers Community Primary School

## Inspection Report

**Unique Reference Number** 102520  
**Local Authority** Hounslow  
**Inspection number** 286408  
**Inspection dates** 29–30 November 2006  
**Reporting inspector** Arnalena (Nina) Bee

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

<b>Type of school</b>	Primary	<b>School address</b>	Arundel Road
<b>School category</b>	Community		Hounslow
<b>Age range of pupils</b>	3–11		TW4 6HR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8570 9347
<b>Number on roll (school)</b>	384	<b>Fax number</b>	020 8814 0609
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Fr Ken Buckler
		<b>Headteacher</b>	Mrs Dee Strange
<b>Date of previous school inspection</b>	7 October 2002		

<b>Age group</b> 3–11	<b>Inspection dates</b> 29–30 November 2006	<b>Inspection number</b> 286408
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than average. The majority of pupils come from White British backgrounds although many other ethnic groups are represented. Staff turnover during the last few years has been high but is now stable. The proportion of pupils who join the school during the academic year is very high. An above average number of pupils are entitled to free school meals. The number of pupils who speak English as an additional language or are identified as having learning difficulties is above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Beavers Community Primary is a satisfactory school with some good features, particularly the pupils' personal development and the very good quality pastoral care. The old school building belies the colourful, interesting interior that excites, motivates and interests the pupils. All pupils know they are well cared for and feel safe and secure in school. As a result, they behave well and respect each other. All groups of pupils get on very well with each other. This is illustrated by a pupil who said, 'Respect is very important. It means you look after one another'.

Staffing is now stable but the impact of the high turnover of staff during recent years should not be underestimated. Staffing issues have severely hindered the management team's attempts to focus successfully on raising pupils' achievement. Leadership and management are satisfactory. There have been successes in promoting pupils' personal development and care and improving attendance, which is now average. Pupils thoroughly enjoy school and are keen and eager to talk about their work and how well they are doing. The personal, social and health education programme is a good feature of the satisfactory curriculum. One boy in Year 2 said 'We've been talking about saying nice things to people'. A few minutes later, after a moment of thought, he said 'You smell niceand;hellip;. you smell of strawberries!'.

Standards are below average at the end of Years 2 and 6. Achievement is satisfactory as pupils move through Years 1 to 6. This is a result of satisfactory teaching and learning. Relationships between teachers and pupils are good and many lessons are carefully planned to address the needs of all abilities within the class. However, this is not consistent. At times, activities are too hard for some pupils. On other occasions, higher attaining pupils are not sufficiently challenged and this limits their progress. Although the systems in place to monitor teaching and learning have identified these weaknesses, they have not successfully eliminated them. Children get off to a good start in the Nursery and Reception classes and make good progress, especially in developing personal and social skills.

### What the school should do to improve further

- Improve teaching so that all pupils receive an appropriate level of challenge and achieve well.
- Develop the role of the leaders and managers so that they are all sufficiently focused on raising pupils' achievement.

## Achievement and standards

### Grade: 3

Standards are below average in Years 2 and 6. Pupils' achievement is satisfactory as a result of satisfactory teaching and learning. Most pupils enter the school with levels of attainment that are well below those expected for their age, in particular in relation to personal, social, language and mathematical development. As a result of good

teaching these youngest children make good progress. Despite this, few pupils reach the expected levels by the time they go into Year 1.

This good start is not built upon consistently throughout the rest of the school, where progress is satisfactory. Pupils with learning difficulties and disabilities and those pupils who have English as an additional language make the same satisfactory progress as their classmates. The high number of pupils who join the school during the academic year also make satisfactory progress. A few pupils make good progress when they receive specialist support that is specifically designed to suit their individual needs.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. All pupils have a clear understanding of their rights based on the concepts of respect for others and responsibility for their own actions, which is central to the school ethos. Relationships at every level are warm. Pupils share and work well in groups and pairs. Bullying is rare and dealt with well. Pupils understand about keeping fit and healthy and there are good opportunities for physical education. Cultural and spiritual development is good and promoted well by many visitors to the school and the well planned opportunities to learn about other faiths and cultures. Pupils talk enthusiastically about, and especially value, their link with a school in The Gambia.

The extensive responsibilities in class or around the school that pupils undertake promote their social and moral development well. Younger pupils are appreciative of the help they get from older pupils as peer mentors or reading buddies. Pupils are very caring about the school environment, and enjoy many opportunities to contribute to the community. Pupils' good personal and social skills and their satisfactory achievement in literacy and numeracy prepare them adequately for the next stage of their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

In the Foundation Stage teaching and learning are good. Interesting and exciting activities, such as when Nursery children went to visit the stable where baby Jesus was born, enable the children to develop confidence in speaking. They interact well with each other and the adults who work with them. In all activities teaching focuses effectively on the development of personal and social skills.

Teaching and learning are satisfactory overall. In Years 1 to 6, teachers develop positive relationships with pupils and this contributes to their enjoyment and enthusiasm to work hard. Pupils are given good opportunities to work together and discuss the activities they are given. Weaknesses, most of which have been identified by the senior managers, but have not been totally eliminated, include occasions when pupils are

given work that is not well matched to their needs and higher attaining pupils are not sufficiently challenged. The marking of pupils' work is inconsistent and does not always inform pupils what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It gives appropriate attention to teaching all subjects and generally helps to develop pupils' skills progressively from one year to the next. Foundation Stage provision is good. It has a strong focus on developing language and social skills and is relevant to these young children. The outside area is used well to promote learning.

The curriculum in Years 1 to 6 is satisfactory, but does not always give appropriate challenge to all pupils. Links between subjects are being developed and the school recognises that there is more to be done in this area, and in adapting the curriculum to reflect pupils' needs and backgrounds more closely.

Planned visits out and visitors invited in, as well as clubs at lunch time and after school, enrich the curriculum well. These make a very good contribution to pupils' personal development and enjoyment of school. At times, the leaking roof severely disrupts the planned curriculum. Despite this, all adults work very hard to make the building an inviting and vibrant place to learn.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support offered to pupils are satisfactory. Pastoral care is very good. The efforts made by the school to care for the whole family unit are outstanding. The school recognises the importance and benefits of the home-school partnership. A wide range of outside agencies and community facilities, as well as parent education projects, are used very effectively to support pupils and their families. These help to provide a firm base upon which pupils' achievement can be built. Health and safety are given a very high priority and child protection arrangements are well structured. Monitoring pupils' personal development is effective. Pupils are confident that teachers will help them in class and want them to do well.

Academic guidance is satisfactory. Assessment information, to track pupils' progress, is collected systematically and analysed but the data is not always used effectively so that all pupils do as well as they should. All pupils have targets for English and mathematics, which they say they find helpful. The impact of individual learning targets on pupils' achievement is limited.

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## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher, deputy headteacher and senior leadership team have a secure understanding of the school's main strengths and weaknesses. They have maintained the strong family atmosphere, very good links with parents and a strong focus on pupils' personal development. The school is successful at attracting additional support and funding through local and business sponsorship. This funding is used very well to support pupils and provide community services.

Since the last inspection, staffing difficulties have affected the leadership and management of core subjects. The result has been insufficient focus on raising pupils' achievement. Staffing is now stable, and subject leaders and senior leaders have benefited from leadership training. The school's capacity to improve is now satisfactory. The school's priorities are appropriate and the effectiveness of self-evaluation is satisfactory. The school development plan identifies appropriate actions, but these are not always clearly enough linked to improving staff performance and pupils' achievement. The governors are supportive of the school and understand its strengths and weaknesses, but their role as critical friend is not yet fully developed. Improvement since the last inspection has been satisfactory.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us feel so welcome when we came to visit your school. We really liked talking to you and your teachers about how you were doing.

What we liked most about your school

- You are all very polite and behave well and we think that all adults make the school a lovely place to learn. You are all really well cared for and looked after and we know you feel safe in school.
- Your teachers plan lots of interesting visits and after school clubs for you all.
- We think the youngest children in the Nursery and the Reception classes work hard and do well.
- We think that you are very sensible when you do jobs around the school, like taking the packed lunches to the hall.

What we feel the school needs to do now

- Make sure that in all lessons your work is not too easy or too hard so that you all make good progress.
- Check that the teachers who are responsible for certain subjects clearly know how well you are doing and what you need to do to improve further.

Yours sincerely

Nina BeeLead Inspector