



# Beaver Road Primary School

## Inspection Report

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**Unique Reference Number** 131939  
**Local Authority** Manchester  
**Inspection number** 293896  
**Inspection dates** 7–8 March 2007  
**Reporting inspector** Peter Jones

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

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<b>Type of school</b>	Primary	<b>School address</b>	Beaver Road
<b>School category</b>	Community		Didsbury, Manchester
<b>Age range of pupils</b>	4–11		Lancashire M20 6SX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 445 9337
<b>Number on roll (school)</b>	670	<b>Fax number</b>	0161 445 7644
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms N Marshall
		<b>Headteacher</b>	Mr David How
<b>Date of previous school inspection</b>	5 March 2001		

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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

This is a very large school, in a residential area, that draws pupils from an increasingly broadening social and cultural background. Around 39% of pupils come from minority ethnic backgrounds and this proportion is growing. The proportions of pupils with learning difficulties and/or disabilities, and those eligible for free school meals, are below average. The school holds Manchester Inclusion, International and Basic Skills Quality Mark awards, and has Healthy Schools and Eco School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It is adapting well to the growing diversity of its pupil intake and works hard and effectively to maintain a harmonious and inclusive community. Achievement is consistently good, with pupils making good progress to reach well above average standards at age 11. However, the school is not complacent and is aware that achievement could be even higher. Quality and standards in the Foundation Stage are satisfactory and the school is working successfully to improve outdoor play provision and speaking and listening skills so that its youngest children make better progress. Its overall performance means that the school provides good value for money. It has made a good improvement since the last inspection and, given the impact of its current initiatives, it has good capacity to improve further.

The 'Golden Rules' displayed in all classrooms are at the heart of the school's ethos and contribute strongly to the good behaviour and cooperation seen in it. Pupils enjoy their lessons and appreciate the opportunities to participate in sporting and musical activities. They say they feel safe and are happy in school. They are enthusiastic about the school's programmes for healthy eating and physical exercise. They make a good contribution to their local community and have forged strong cultural links with schools in Africa and Asia. Pupils' good achievement and the quality of their skills in information and communication technology contribute strongly to their future economic well-being.

The quality of teaching and learning has improved as a result of the school's effective programme of monitoring, supported by professional development for its staff. Teaching is consistently good across the school. Lesson planning reveals good opportunities for pupils to extend their skills but sometimes the most able have to complete tasks that do not stretch them before they can access these more challenging tasks. Marking is carried out conscientiously but does not always provide pupils with enough guidance for further improvement and this hinders progress.

Leadership and management are good. The recently appointed headteacher has vision and energy and is well supported by his leadership team. There is a strong focus on raising standards and promoting equality of opportunity. The school is successfully implementing a detailed programme of improvement to achieve its aims of further raising standards and achievement and providing a richer and more personal learning experience for all pupils. Resources for pupils with learning difficulties and/or disabilities have been reorganised effectively to ensure a more even provision across the school. The school holds a wealth of pupil assessment data but these are not always used to provide pupils with challenging targets to ensure they make maximum progress. The governing body is perceptive and articulate with a range of skills it uses to benefit the school. The school's self-evaluation of its performance is largely accurate although it overestimates the quality of pupils' personal development and well-being. Even so, the school knows itself well and has a clear picture of where it is going in the future.

## What the school should do to improve further

- Ensure that work in all lessons is appropriate to the needs of all pupils in order to raise further their standards and achievement.
- Ensure that pupils are set challenging targets and, through teachers' marking, are provided with the guidance they need to achieve them.

## Achievement and standards

### Grade: 2

Children enter the school with skills that are above those expected for their age. They make satisfactory progress to reach above average standards by the end of the Foundation Stage. As a result of good teaching, pupils make good progress through Key Stage 1 and 2 to consistently reach standards that are well above national averages at age 11. Pupils with learning difficulties and/or disabilities, and the growing numbers who speak English as an additional language, make good progress thanks to the skilled and sensitive support they are given.

## Personal development and well-being

### Grade: 2

Personal development and well-being, including pupils' spiritual, moral, social and cultural development, are good. Pupils are proud of their school and are polite, courteous and friendly to each other and to visitors. The award to the school of the Manchester Inclusion Standard is a fitting tribute to the positive and respectful atmosphere in the school. Pupils clearly enjoy school as shown by their consistently above average attendance and the pleasure they take in lessons and extra-curricular activities. They particularly enjoy the recently introduced residential visits. The school holds the Healthy Schools and ActiveMark awards and pupils are keen to participate in sporting activities. Pupils are encouraged to take responsibility and to contribute to school life. The school council's efforts have made great improvement to the dining facilities, and the 'Didsbury Diner' provides a pleasant and stimulating eating environment. Pupils appreciate the school's work to keep them safe and say that the few instances of bullying are dealt with quickly and effectively. They make a good contribution to the local and wider community and have raised over £1000 for a local hospice. The International Award held by the school recognises its work with African and Asian schools. Pupils respond well to the many opportunities provided for them to take part in educational visits and to experience art, music and theatre. Pupils work well in groups and independently. The school ensures that pupils are well equipped with the basic skills they will need in the future and also encourages pupils to develop their individual talents and abilities.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Staff have improved their skills to enable them to make effective use of resources such as interactive whiteboards in order to make lessons more imaginative and stimulating. In the Foundation Stage, the school is successfully working to raise standards in speaking and listening and to create more flexible links with Year 1 classes and thus improve children's progress. Lessons have good pace and the good relationships between staff and pupils and the strong work ethic results in effective learning. Teachers plan their lessons collaboratively and seek to provide work that meets the needs of their individual pupils. However, in some lessons, higher attaining pupils are required to undertake preliminary tasks that are too easy for them before they can get to grips with more challenging work. This slows their progress.

### Curriculum and other activities

#### Grade: 2

The curriculum is well organised to make sure that all pupils have good opportunities to develop their basic skills. They also benefit from at least two hours of physical exercise and sport per week. Pupils are served well by an enriched curriculum which includes an outdoor learning environment, a gardening club and a willow shelter. The school's management is aware of the need to provide better resources for outdoor play for the Foundation Stage. Provision is enhanced further by a wide programme of visits and opportunities to experience talks and performances from a range of visitors. The school has recently introduced a 'music for all' initiative that provides tuition in singing and a variety of instruments. The school is innovative in the way it has introduced collaborative learning and in its work to develop a more thematic approach to lessons.

### Care, guidance and support

#### Grade: 2

The quality of care, guidance and support is good. The school environment is warm and welcoming despite its large size and pupils are made to feel safe and secure. They know who they can turn to for help and support should they be troubled or distressed. The school's procedures for Child Protection and Health and Safety are in place and in line with the latest national requirements. There are good links with outside agencies to ensure that pupils receive any specialist help they may need. Teaching assistants are well trained and work well in partnership with teachers to provide good support for pupils with learning difficulties and/or disabilities and those with English as an additional language. Pupils' work is marked regularly but the marking does not always provide guidance for the next steps needed to make improvement and this impedes progress.

## Leadership and management

### Grade: 2

The leadership of the school is shaping its strategic planning to provide a blueprint that will enable it to meet the challenges of the future. As the character of the school changes, it is responding positively and aims to provide a constantly improving learning experience for all pupils. The headteacher and his leadership team have translated their vision into programmes that are impacting well on the school's performance. Staff morale is good and there is a sense of teamwork. Teaching and learning has improved and there is a strong focus on improving progress. The school's performance is effectively monitored, although assessment data is not always used to set really challenging targets to help pupils achieve the best possible progress. The majority of parents and carers are supportive of the school. The number of consultation opportunities for parents and carers has been increased.

The governing body is very effective and is well led by an experienced and dedicated chairperson. Its members take every opportunity to involve themselves fully in the school's work and they make a strong contribution to its planning and self-evaluation. They know the school well and carry out their 'critical friend' role with rigour.

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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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### 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	2
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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 very welcome when we visited your school. We enjoyed our time with you, especially talking to you and finding out about all the interesting things that are happening in your school.

What we liked most about your school

- You really enjoy coming to school and get along well together.
- Your school council and monitors do a great deal for you and the school. We like the way you have made meal times so much better in the 'Didsbury Diner'.
- Teachers and classroom assistants work hard to help you to learn.
- You behave well at all times and you work hard. You make good progress.
- We know that you enjoy the extra-curricular and sports and music activities. The residential visits have been a great success!

What we have asked the school to do now

- Make sure that the work you are asked to do in lessons always matches how quickly you learn so that you can progress even more quickly.
- Make sure that your teachers always give you challenging targets and make comments more helpful when they mark your work so that you can improve even more.

We appreciated talking to you and watching you learn. Well done. You should be very proud of your school. We wish you well for the future.