

# Beavers Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	102520
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	335918
<b>Inspection dates</b>	10–11 November 2009
<b>Reporting inspector</b>	David Collard

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father K Buckley
<b>Headteacher</b>	Ms D Scott
<b>Date of previous school inspection</b>	1 November 2006
<b>School address</b>	Arundel Road Hounslow Middlesex TW4 6HR
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<b>Email address</b>	admin.beavers-comm.hounslow@lgfl.net

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with staff, pupils, governors and the school improvement partner. They observed the school's work, and looked at, amongst other things, policies, safeguarding documentation and governors' minutes. They also analysed 122 questionnaires from parents as well as staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the school has used improvements to improve the progress for different groups of pupils
- how consistent the teaching is to ensure that pupils make continuous progress through the school
- how well all aspects of leadership are playing their part in the rapid improvement in the school.

## Information about the school

This is a larger-than-average school that serves its local area. In addition, approximately 15% of pupils come from military families who are stationed locally. Mobility ' where pupils join and leave the school other than at the normal Reception and Year 6 points ' is very high mainly because the military families change on a regular basis as they are posted to new locations. For example, of the 40 pupils in the present Year 6, only a quarter started in the Reception Year. In total there have been 154 different children educated in this cohort over the last seven years. There is a high proportion of pupils with special educational needs and/or disabilities, and pupils with statements of special educational needs. These difficulties are mainly concerned with learning or emotional problems. Approximately one third of pupils come from a White British background. Many other nationalities are represented in the school, with 56% of pupils speaking English as an additional language.

Amongst other national recognition, the school has Full Service Extended Schools status, UNICEF 'Rights and Respecting' school level 1, Healthy School accreditation, Activemark, Eco School status and Quality mark, International schools level 1, Becta Next generation Learning award for ICT and Sustainable Travel Accreditation and Recognised higher standards level 2009. It also has close connections with the multi campus children centre on the local estate.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a school that lives up to its name of being a 'community school'. While it is providing a satisfactory education for its pupils, there are a number of significant strengths and some things which are truly outstanding. There are also some improvements needed. Pupils are extremely well behaved and show high levels of respect for each other. They thoroughly enjoy their learning and are keen to be involved in all that the school offers. The experienced headteacher, with the support of the rest of the staff, has worked hard and successfully to ensure that pupils are looked after well, that they are provided with a wide range of opportunities and that they are valued as individuals. A large majority of pupils' questionnaire responses confirm how proud pupils are of the school.

From very low starting points, children make an excellent start in the Nursery and Reception classes. Those presently in Year 1 left the Early Years classes with standards that were broadly as expected for their age, although this is the first year this has happened. Before this, most groups had not reached the expectations for their age. Pupils make satisfactory academic progress through the school and this rate of progress increases in Years 5 and 6 as a result of some excellent teaching in these classes. Teaching through the school, and particularly in Years 1 and 2, is more variable, although never less than satisfactory. For several reasons, standards overall are statistically low in national tests both at Year 2 and Year 6. The fact that many of these pupils have not been at the school for the whole of a key stage or, in some cases, for a full year, makes comparison with other schools insecure. In addition, the high level of special educational needs, at approximately half the group, plays an important restricting factor.

The school's focus on improving pupils' skills has started to pay dividends. In Year 6, results for English and science have significantly improved this year from a low base the previous year and look set to continue. Mathematics, however, remains a weaker area because of the below-average standards overall at the end of Year 2. In lessons, there are signs that progress is improving as planning focuses more closely on raising both teachers' and pupils' expectations. These raised expectations, and the way they are delivered in lessons, are the primary differences between the satisfactory, good and outstanding learning. The challenging but realistic targets look set to be achieved, which, if this happens, will confirm that improvements have been sustained.

Personal development in a number of areas is exemplary. Pupils have an extremely clear understanding about leading healthy lifestyles and about how to stay safe. For example, the junior safety officers take a pride in educating others and participation in initiatives such as 'Walk on Wednesdays' and the Cycle Club are high. The recent introduction of

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the 'Beavers College' on one afternoon a week has been well received by the pupils, who thoroughly enjoy the many different activities and opportunities they have. This has helped widen the curricular provision, ensuring it is broad balanced and, as importantly, relevant to pupils' needs.

The leadership team has been restructured recently to allow all leaders to play a more active role in whole-school improvements. They form a close-knit team of staff who have a passion to 'get it right' and who are quite capable of taking on more responsibility. Self-evaluation is satisfactory and identifies the correct priorities, particularly in monitoring teaching and learning. However, in a school with such a high turnover of pupils, some who come without any previous information about their progress, more sophisticated use of assessment data is needed. At present, intervention, while generally appropriate, cannot be checked to see how efficiently it is working. Nevertheless, with the improvements made so far and the many positive features, especially in the personal development of pupils, this points to a school with a satisfactory capacity to improve.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- Build on the improvements in pupils' achievement, especially in Years 1 and 2 to ensure pupils make continuously high rates of progress throughout the school by:
  - using the best practice in teaching to eliminate variability
  - making sure work matches the level of ability of all the pupils.
- Develop more sophisticated systems and expertise in using assessment data to ensure that the information is used to provide the highest levels of challenge in all lessons by:
  - sharing the workload for analysis of assessment information
  - providing teachers with comprehensive information from this analysis to enable them to refine their planning
  - evaluating the effectiveness of the revised planning.

**Outcomes for individuals and groups of pupils****3**

Pupils are highly enthusiastic about school and keen to do their best. In discussion, they talk about the levels they are working at and what they need to do to improve. Their understanding and tolerance of the different cultures within the school is exceptional. The Rights and Responsibilities agenda, devised through a UNICEF project, is at the heart of the excellent behaviour and attitudes. This all sets the right tone for effective learning. For example, one pupil mentioned to another in the playground about how he had made a 'bad choice' and needed to think again. Overall, pupils make satisfactory progress in their academic endeavours, which is preparing them suitably for their future

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lives. Some pupils are making good progress. For those who have been at the school since Year 3, the most recent Year 6 tests, and confirmed by evidence from inspection, show that pupils with special educational needs, forming approximately half the year group, make significantly more progress than this group nationally. For example, a group in one class were intent on getting their writing correct and then going on to learn about how to make it more descriptive. School data also show that in other years, especially in the juniors, pupils have moved on considerably in the last year, and especially those capable of achieving higher standards. However, this rate of progress is variable, depending on both the subject and the quality of teaching over time, the variability being most noticeable in Years 1 and 2. For instance, almost all pupils have demonstrated satisfactory progress in reading, writing and mathematics but much higher proportions have made good progress in writing and reading than in mathematics. Those with English as an additional language quickly learn the rudiments of spoken language and are able to communicate with their friends. On the whole they make similar rates of progress to others, although test results over time indicate that certain groups, such the Black African pupils, sometimes make better progress. Pupils' contribution to the wider community is exceptional. They have been involved in many projects to enhance the lives of local people and families. A simple example of this is the regular newsletter produced by pupils which, in one edition, explains how to stay safe on the internet in language that all will understand. More widely, pupils have helped their own local army regiment and send old desks and chairs to Afghanistan to help furnish a school there.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

A vibrant curriculum centred round giving real experiences to the pupils has been successfully developed. Significant improvements in information and communication technology over the last year show that pupils have raised their understanding from well-below-average levels to well above. In addition, there is better use of linked work between subjects. For example, in one class pupils were looking at the best reductions in shop prices to ensure they got the best deal. In another, pupils have been using their topic about World War Two to develop different aspects of written English. These good examples, however, occur amongst some teaching which does not always provide the highest levels of challenge, such as when all pupils are given the same work regardless of their ability, particularly in Years 1 and 2. Part of the problem is that clear learning intentions at the start of the lesson are not used sufficiently well to develop the learning in the next lesson, nor are previous assessments used rigorously. When this happens then work is either too easy or too hard. Pupils talk well of the newly introduced afternoon of mixed activities. After taster sessions, pupils can choose a six-week block for more intense study. Parents say they have seen how their children have become more enthused about learning and are developing their own skills too. Pastoral care of pupils is exemplary, particularly for those who might be considered vulnerable. Very good systems have been developed to ensure that any personal problems are dealt with effectively. Amongst others, these include good liaison with the Army should individual trauma occur, and with specialist agencies both locally and further afield.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school admits, and quite rightly so, that the various layers of the leadership team have only been fully effective over the last year. Until then, mostly because of staff changes, much of the work fell to the most senior members. Nevertheless,

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improvements have been satisfactorily continued since the last inspection but have become much more evident and successful recently. An example is the way that the proportion of pupils reaching the higher levels in tests has doubled this year. In addition, progress rates for all pupils have risen and, with stronger leadership and provision, children in the Early Years Foundation Stage get off to a flying start. Equality of opportunity is a major part of the school's aim, which is being satisfactorily achieved. There have been improvements in this area, although some are still needed to ensure that all pupils achieve their best, not only personally but also academically. Governors play a suitable role in these developments. Many regularly visit and are involved in school self-evaluation. They are presently undertaking training to improve their strategic role in self-improvement. Assessment systems are thorough but much of this work falls to one leader. Accurate data are being provided but given the very high turnover of pupils and the complex nature of the school, information cannot always be provided quickly to ensure teachers can readjust their planning so that individual pupils make the best possible progress. Processes for community cohesion are thorough and effective. The impact is very clear in both the attitudes of pupils and in its use in curricular planning. The recent appointment of a community cohesion leader, together with the support of a sports development officer, is aimed at developing this further and governors are in the process of refining the formal aspects of their evaluation. Safeguarding measures are fully effective. All pupils are kept safe and secure and all statutory checks have been undertaken extremely rigorously. This includes ensuring that any pupils who leave the school are constantly monitored until their whereabouts is known.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

While children start with skills well below those expected for their age, by the end of the Reception Year those presently in Year 1 have standards that are broadly in line with national expectations except in some aspects of communication, language and literacy. This represents outstanding progress for these pupils in both the Nursery and Reception classes and continues to be the case. Children play very well and safely together, such as when they use hammers and nails or when they are moving to different activities. Staff undertake rigorous risk assessments of any potential problems and have high expectations about behaviour, learning and the progress of the children. Socially, children are gaining very good skills. For example, children conscientiously wash their hands before snack times and rarely need to be reminded, and those who needed it were quickly toilet trained within two weeks of admission. Children are also aware of the needs of others, such as when one child with very little English was encouraged to join the group by another child holding out their hand. Teachers encourage the children to develop and initiate their own play both inside and outside the classroom. Staff keep a watchful eye on proceedings and intervene very successfully to build up vocabulary, writing and other basic skills. Links with parents and carers are well developed, a fact acknowledged in the questionnaires returned. Strong links with outside agencies ensure any difficulties are dealt with swiftly and effectively owing to the very strong leadership and management. Action plans are updated regularly with clear targets for improvement such as the most recent training to enhance staff awareness of speech and language development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents in general are highly supportive of the school. In particular they feel that overall they are happy with their child's experience at the school. In other areas such as keeping pupils safe and in developing healthy lifestyles and in their child's enjoyment there are also high levels of satisfaction. Just a few parents and carers feel that their children do not make enough progress and that they are not fully supported in their learning.

Parents' views reflect the findings of the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beavers Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 122 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	65	41	34	2	2	0	0
The school keeps my child safe	69	57	51	42	0	0	1	1
The school informs me about my child's progress	61	50	58	48	2	2	0	0
My child is making enough progress at this school	50	41	61	50	7	6	2	2
The teaching is good at this school	53	43	64	52	3	2	1	1
The school helps me to support my child's learning	50	41	62	51	6	5	2	2
The school helps my child to have a healthy lifestyle	49	40	69	57	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	31	71	58	6	5	0	0
The school meets my child's particular needs	37	30	74	61	5	4	1	1
The school deals effectively with unacceptable behaviour	37	30	72	59	6	5	2	2
The school takes account of my suggestions and concerns	33	27	73	60	6	5	1	1
The school is led and managed effectively	38	31	67	55	7	6	1	1
Overall, I am happy with my child's experience at this school	56	46	58	48	3	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 November 2009

Dear Pupils

Inspection of Beavers Community Primary School, Hounslow TW4 6HR

Thank you for the warm welcome you all gave us during our recent visit. We appreciated the time you took to talk to us and tell us about all that is happening at your school. We have said in our report that you are provided with a satisfactory quality of education but also that there are some things which are good and some that are outstanding. I have included the main points of our report below.

- We were pleased that you told us that you were proud of your school and that all the staff really do help you. We agree. We have said that your behaviour is outstanding and you were certainly extremely polite whenever we talked to you.
- You also told us that you knew about how to stay safe and healthy and how you like to do things within your local community. In fact we have said that we think these aspects of your development are excellent.
- Your teachers work hard at planning lessons which keep you interested. From the lessons we saw we could see that this was happening. On some occasions, you were concentrating so hard we could hear a pin drop. Do please keep up this excellent behaviour; it will help you all do your very best. We could see that you know your targets but we have asked that your teachers make more use of all the assessment information so that all your work is really challenging.
- Your headteacher and the rest of staff are completely committed to giving you the best start to your education and have been working hard to make the right improvements. We have asked that all the staff help by developing good tracking systems that can be used quickly should any of you be having difficulties.

Finally, we wish you all the best for the future. Keep helping each other as well as you do and make sure that you attend regularly and punctually.

Yours sincerely

David Collard

Lead inspector

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