

# Beavers Community Primary School

Arundel Road, Hounslow, TW4 6HR

**Inspection dates** 8–9 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The emerging strengths identified in the previous inspection report have been consolidated with a secure impact on outcomes.
- The leadership and management of the school at all levels are outstanding. Very careful restructuring and a strong emphasis on sustaining high standards have enabled the school to improve very quickly.
- From their starting points, pupils make exceptional progress in reading, writing and mathematics. They attain above-average standards at the end of Year 6.
- The provision for the Early Years Foundation Stage is outstanding. It is very well led and managed and children make outstanding progress.
- Children in the Nursery and Reception receive an excellent start to school. They achieve extremely well and make outstanding progress. They are very well prepared for their next step in education.
- A powerful vision of respect and equality for all has resulted in outstanding behaviour and very positive preparation for life in modern Britain.
- An increasing proportion of teaching over time is outstanding. It is never less than good. High expectations, careful planning and high quality marking are consistent features of strong teaching. Additional adults are used well to support learning.
- Governors employ great rigour when performing their duties. They know the school exceptionally well and monitor its work thoroughly. They are very well focused on continuous improvement.
- Keeping pupils safe is managed exceptionally well by the school. As a result, pupils feel very safe at school and parents overwhelmingly support its spirit of care and well-being.
- Pupils are very happy at school and attendance is now above the national average.
- All groups of pupils, including disabled pupils and those with special educational needs, pupils who speak English as an additional language, pupils entitled to support from the pupil premium and pupils from minority ethnic groups, achieve exceptionally well. Their needs are identified promptly and they receive well-targeted support.
- Opportunities to support pupils' spiritual, moral, social and cultural development are very well defined. For example, visits to the Tower of London help them understand British heritage and projects on famous artists broaden their cultural development.
- The school's values of mutual respect and tolerance prepare pupils well for life in modern Britain.

## Information about this inspection

- Inspectors observed 28 lessons of which five were joint observations with senior staff. They also looked at pupils' work in books, both in lessons and as a separate work scrutiny exercise, also with senior staff.
- Inspectors observed the start of the school day, registration, one assembly, one after-school club and lunchtimes and breaks.
- Formal meetings took place with pupils, staff, representatives of the governing body and the local authority and a representative of the London Diocese Board of Schools.
- Inspectors received only one response to the online questionnaire, Parent View. However, they were able to analyse the results of 87 responses to a parent questionnaire provided by the school. Inspectors also analysed 77 responses to the staff questionnaire. Informal and formal discussions also took place with parents.
- Inspectors listened to some pupils read.
- Inspectors examined a range of school documentation including an analysis of pupils' achievement, self-assessment, development planning and the school's evaluation of teaching over time.
- Inspectors also looked at documentation relating to safeguarding, risk assessments, minutes of the governing body and Rapid Improvement Group meetings, staff performance against targets, exclusions and attendance.

## Inspection team

Michael Merva, Lead inspector	Additional Inspector
Bimla Thakur	Additional Inspector
Sibani Raychaudhuri	Additional Inspector
Maura Doherty	Additional Inspector

## Full report

### Information about this school

- Beavers is a larger-than-average primary school.
- The proportion of pupils from minority ethnic backgrounds is well above the national average. Groups include White British, African, Pakistani and Indian.
- The proportion of pupils eligible for support from the pupil premium is above average. Pupil premium funding is available for pupils known to be entitled to free school meals and those in the care of the local authority. The school has not had any pupils in local authority care over the past three years.
- The proportion of disabled pupils and those who have special educational needs supported by the school at school action is well above average.
- The proportion supported by the school at school action plus or with statements of special educational needs is above the national average.
- The number of pupils who speak English as an additional language is well above the national average. Many of these pupils come to the school speaking little or no English.
- Provision in the Early Years Foundation Stage is full time in Reception. The Nursery has a morning and afternoon session.
- An above-average number of pupils enter or leave the school after the start of Year 1.
- The school provides a daily breakfast club and a range of lunchtime and after-school clubs. Clubs include library, football and Bhangra Dance. An afternoon child-care provision and a sports centre on the school site are not managed by the school.
- The school belongs to the Cranford Federation, a collaborative group of local schools designed to share good practice and receives further support from the Lampton Academy and the West London Learning Alliance. It is the lead member of the Rapid Improvement Group, managed by the London Diocese Board of Schools.
- The school is currently undergoing a range of building work to cope with its recent expansion. This has put some strain on its facilities, especially in the Early Years Foundation Stage and at lunchtime.
- The school meets the government's current floor targets, which set minimum expectation for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

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

- Ensure that the level of challenge for higher-ability pupils is consistently implemented across all areas of the curriculum.

## Inspection judgements

### The leadership and management are outstanding

- The leadership and management of the school at all levels are outstanding. This includes the leadership of the Early Year Foundation Stage and the provision for disabled pupils and those who have special educational needs. The headteacher, senior and middle managers work effectively together to make sure that a respectful and secure learning environment is created to enable high achievement for all. Carefully restructured over time, at all levels, school management has been able to bring about rapid and sustained improvement. It makes sure that the school's values of mutual respect and the drive for excellence are well translated to all staff and pupils.
- The school's very high quality system for monitoring pupils' achievement ensures that all staff including those in the Early Years Foundation Stage clearly understand how all pupils are progressing. Self-evaluation is both accurate and thorough and shared closely with all staff.
- The school's approach to monitoring the quality of teaching over time is comprehensive and robust. A range of both formal and informal strategies allows school leaders to quickly identify strengths and areas to improve. Appropriate support is carefully implemented to secure improvement. The result is outstanding teaching and achievement across the school.
- The management of teachers' performance is very comprehensively undertaken. Common targets based on achievement and quality of teaching are set for all staff. These are carefully monitored and reviewed to ensure high standards. The process has also helped to promote strong succession planning and the school is very proud of its 'home grown' leadership.
- Subjects are successfully delivered to ensure engagement and achievement. Reading and writing are key overriding themes. The introduction of project work has created a 'sense of wonder' in learning new words. The use of a single work book for all subjects involving project work has aided consistency. All subjects have been evaluated to implement changes in the new curriculum and to fully include the teaching of British values. It is currently being introduced in all other subjects in all other years. The exceptions are English and mathematics in Years 2 and 6 as they are still subject to previous National Curriculum requirements. Pupils' learning is supplemented by numerous activities designed to enrich their experiences. Using public transport to support pupils' confidence visits to, for example, the Tower of London support pupils from diverse backgrounds in understanding British history and heritage. Involvement in an external debating programme and the emphasis placed on gaining pupils' views has promoted an appreciation of freedom of speech.
- Sport is a strong feature of the pupils' learning experience. Primary sports funding is used effectively to enhance healthy lifestyles and sporting opportunities. Specialist coaches support the teaching of physical education and the development of a range of sports including basketball and tag rugby. Links with a local football club have also been established to gain support and expertise.
- The use of funding provided by the pupil premium is focused to secure high impact. Strategies such as the employment of additional staff, small-group work, speech and language intervention and work with parents have resulted in the gap between disadvantaged pupils and their peers currently being closed.
- The school works closely with other schools to secure improvement and mutual support. Its high quality systems, especially the use of achievement data, have resulted in the school becoming the leading partner in the London Diocese Board of School's Rapid Improvement Group. Its data system has been designated as an example of good practice and is used across a number of schools.
- The local authority defines this outstanding school as 'light touch' but does provide support in areas such as attendance and disabilities, mathematics and special educational needs.
- Social, moral, spiritual and cultural education is excellent. For example, in a Year 1 personal, social and health education lesson, the meaning of equality and pupils' rights was very well developed through the use of specialist vocabulary. The result was that pupils were able to clearly understand and articulate these concepts. Values such as tolerance and respect are central to the school's ethos and permeate all aspects of school life. Displays that feature a range of artists such as Picasso and Van Gogh support cultural development and a project on famous highwaymen develops moral values in an interesting and fun way.
- The school employs a variety of strategies to engage parents. These include orientation workshops for parents from minority ethnic groups, some of whom are new to the country, an 'Eid lunch' to celebrate the ending of this religious festival and support with reading and phonics. Parents believe the school responds well to their concerns. One parent indicated that the school instantly responded to a request for support. Another greatly valued the school's sense of community where everyone is equal.
- Safeguarding meets statutory requirements.

### ■ The governance of the school:

- Governors work very closely with the school and make regular visits. In conjunction with school leaders, governors have strengthened their organisation to achieve maximum effectiveness. They regularly receive information on pupils' performance and the quality of teaching which enables them to carry out very effective monitoring. They understand the actions the school is taking to introduce the new primary curriculum and the possible future changes to assessing pupils' work. Finances are very well managed. Governors understand how the funding provided for disadvantaged pupils and the primary sports funding is used and their impact. They are very well aware of the school's processes for evaluating teachers' performance and make sure that pay progression is well matched to pupils' performance. A very clear review system enables governors to regularly monitor and update policies and their school visits help them to see how well they are being implemented. Governors carefully check that the school's values such as mutual tolerance, respect and safety prepare pupils well for life in modern Britain. They are very proud of processes for creating middle and senior leaders from within the school. They fully ensure that safeguarding meets statutory requirements and that risk assessments are in place. Governors undertake a range of training in areas such as use of data, safeguarding and opportunities to work with other governing bodies to help them perform their roles.

## The behaviour and safety of pupils

are outstanding

### Behaviour

- Pupils' outstanding behaviour contributes to their high achievement. They always come to lessons ready to learn and are fully engaged in their learning. They work extremely well with each other and relationships are excellent. Pupils take great pride in their school and celebrate being part of its community.
- Pupils respect the school's behaviour system as it encourages them to take responsibility for their own behaviour. They are aware that they all share the rights of respect, learning and safety. Pupils work together to ensure that all receive them. Through the school's 'Project Achieve' system, pupils are able to reflect on their own behaviour and support their peers in making the right choices. This system encourages an understanding of rights and responsibilities which prepares them well for their future education and life in modern Britain.
- Pupils enjoy school and they attend regularly. The school has not had any permanent exclusions over time and fixed-term exclusions are few.
- Parents and staff overwhelmingly believe behaviour is of a high quality. One parent said, 'Behaviour is really good, amazing.'
- In spite of the physical restrictions resulting from building works, pupils behave well at lunchtimes and breaks. Pupils from different backgrounds mix well and enjoy a range of games and activities such as table tennis. They are friendly, happy and welcoming. They value the 'Garden of Tranquillity' which provides them with an area for reflection and calm.
- Pupils are very aware of what constitutes bullying. They understand its various forms including cyber, sexual -orientation, physical and racist bullying. The school's strong emphasis on equality and mutual respect greatly minimises its occurrence. However, pupils are confident bullying would swiftly be dealt with by staff in the unlikely event of it happening. One pupil said, 'Everyone is equal and we all have the same rights regardless of where we come from, the languages we speak or what religion we have.'

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils believe they are safe at school and are well looked after. One said we are 'really, really safe' and another said 'we are 110% safe'. Procedures such as fire drills, child protection and risk assessments are very rigorous and pupils are informed of the dangers associated with using the internet. Parents overwhelmingly believe that their children are safe and well looked after at school.

## The quality of teaching

is outstanding

- A high proportion of teaching over time is outstanding and it is never less than good. It is very comprehensively managed by all leaders and achievement data are used effectively to plan lessons. Teachers take great pride in their work and make sure pupils achieve well.
- Teachers have very high expectations of all pupils. Pupils are made aware of what is required of them and they understand that their written work must be very well presented with correct spellings. The clarity of

these expectations ensures both strong engagement and outstanding achievement.

- Work is planned precisely and delivered to provide appropriate challenge to all abilities resulting in exceptional progress by all pupils.
- All additional adults are deployed effectively to support learning. They work well in conjunction with teachers, are involved in planning and support pupils to achieve. For example, in a Year 4 English lesson on the use of speech marks in formal writing, an additional adult was fully involved in planning and deployed to provide focused support. Full understanding of pupils' needs resulted in imaginative strategies and resources being employed to secure outstanding learning.
- More-able pupils are taught exceptionally well in English and mathematics. Work is carefully prepared to provide appropriate challenge and results in outstanding achievement. However, this level of change is not always found in other curriculum areas.
- The teaching of reading and writing is a major school focus. Project work is designed to spread and strengthen literacy across the curriculum.
- The very strong teaching of mathematics has resulted in outstanding achievement. Much support and training has been given to teachers and middle leaders to augment their skills. As with literacy, it is being developed across the curriculum. For example, in a Year 4 geography lesson on the Polar Regions, Venn diagrams and statistics were successfully used by pupils to illustrate the similarities and differences of the two regions.
- The marking of pupils' work is outstanding. Using the school's excellent monitoring system, teachers are acutely aware of the current progress of all pupils. Lessons are carefully planned as a result and pupils receive suitable work in line with their needs. Marking in books is clear as to where pupils are and what they need to do to improve. As a result, all pupils are able to understand their current progress and are able to improve.
- The school is retaining the use of National Curriculum Levels at least for the present as their use helps to support accurate assessment and outstanding achievement.

### The achievement of pupils

### is outstanding

- From below average starting points, pupils make outstanding progress in reading, writing and mathematics. Their achievement in these subjects is above the national averages at the end of Year 6. There has been a consistent improvement over the past three years. This level of progress prepares pupils for their next stage in education.
- Levels of attainment at the end of Key Stage 2 in reading, writing and mathematics are all currently above the previous years' national average and have steadily improved over time. Attainment at the end of Key Stage 1 is now at least in line with or better than the previous national average. This is especially true of attainment in writing.
- Given the high level of pupils' needs, especially in terms of speaking English as an additional language and high mobility, attainment in phonics (letters and the sounds they make) has presented a considerable challenge to the school. However, this area has been a high priority and strong teaching has resulted in pupils' attainment being consistently in line with or better than the national average. Highly structured teaching results in pupils being able to make outstanding progress using letter combinations in words. Their very strong recall and application of previous learning demonstrates outstanding progress over time.
- The achievement of the high proportion of disabled pupils and those who have special educational needs is outstanding. Pupils' needs are precisely identified and their progress is monitored closely. Effective support strategies, such as close reading and speech and language support as well as a nurture group to support emotional needs, have helped bring their attainment in line with their peers. The large number of pupils who speak English as an additional language and from minority ethnic groups also make outstanding progress.
- The achievement of more-able pupils has improved considerably over time. The proportion of pupils attaining Level 3 at the end of Year 2 and Level 5 at the end of Year 6 in 2013 has increased over time. In 2013, the school recorded its first pupils attaining Level 6 in reading and mathematics and were in line the national average. These high results were sustained in 2014. However, senior staff acknowledge that work needs to be more consistently planned to provide appropriate challenge for higher attainers in all subjects.
- Achievement in reading is outstanding. The number of pupils making better than expected progress at the end of Year 6 is currently well above the 2013 national average. Attainment in reading in Years 2 and 6 was above the national average in 2013 and is sustained currently. Literacy is a central focus of the

school, is developed across the curriculum and initiatives have been directed to support boys and pupils speaking English as an additional language. Pupils are confident readers and demonstrate clear enjoyment of both fiction and non-fiction texts associated with their project work.

- Achievement in mathematics is outstanding. The proportion of pupils making better than expected progress was in line with the national average in 2013 and above the national average in 2014. Attainment in mathematics has steadily improved over time and now is above the 2013 national average in Years 2 and 6. Success has been achieved through robust monitoring, a focus on high attaining pupils and more effective differentiation. Partnership with another local school has also contributed to improved standards. The use of effective calculation strategies is now embedded, demonstrating further, the capacity to improve.
- Disadvantaged pupils entitled to support from the pupil premium make outstanding progress over time. In 2013 these pupils attained better in reading than other pupils nationally. Nevertheless, they are three terms behind their classmates. In 2014 this gap has significantly narrowed so that their attainment is now in line with their classmates. In writing, disadvantaged pupils were one term behind their school peers but ahead of other pupils nationally. In 2014, the gap in reading was eliminated and their attainment was above their peers at school. Attainment in mathematics for disadvantaged pupils in 2013 was two terms behind their classmates but much better than other pupils nationally. In 2014, this gap was completely eliminated and disadvantaged pupils are attaining better than their peers.

### The early years provision

**is outstanding**

- Children receive an excellent start in the Early Years Foundation Stage. They enter the Nursery with well below age-related expectations and leave Reception at or above expected levels of development. This represents outstanding progress. Supporting children's learning of English is a high priority and parents are impressed that children learn it so quickly.
- The leadership and management of the Early Years Foundation Stage are outstanding. Children's needs are precisely noted and rigorous strategies are implemented to address them. Lessons are planned daily and learning areas are designed to be visually stimulating and exciting. Staff are suitably trained and supported and induction of new staff is rigorous.
- Teaching is of a consistently high quality over time. This has been achieved despite the cramped accommodation due to ongoing building work. Learning activities are designed to be fun and effective use is made of both indoor and outdoor spaces to cater for each stage of children's development. Visual stimuli are very effectively used. In a nursery lesson, worms were used to help children learn about words meaning 'sticky' or 'goeey'. This technique generated great enthusiasm and fun.
- Many children enter the school speaking little or no English. As a result, priority is given to speaking, listening and reading. Phonics teaching is broken down into six levels so that children's learning is targeted appropriately. Lots of picture clues are used to enhance understanding. Progress in both the literacy and mathematics areas of learning are outstanding.
- Parents are very enthusiastic about the provision and one said it was 'fantastic'. They value their inclusion in lessons as it helps towards an understanding of what is expected to better support their children.
- Relationships are of a very high quality. Adults provide strong role models and work closely with the children. They make sure that children understand how to keep themselves safe and that the school's values of respect and equality are taught. Children learn that they need to look after each other and make positive behaviour choices. For example, children are taught to be responsible for their own behaviour and to consider 'what is a good choice'. This contributes to a very high standard of behaviour and engagement and prepares them well for Key Stage 1.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	102520
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	448964

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

<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>	630
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ken Buckler
<b>Headteacher</b>	Dorina Scott
<b>Date of previous school inspection</b>	29–30 January 2013
<b>Telephone number</b>	020 85709347
<b>Fax number</b>	020 88140609
<b>Email address</b>	office@beavers.houslow.sch.uk

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