

# Inspection of Beavers Community Primary School

Arundel Road, Hounslow TW4 6HR

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Inspection dates:	10 and 11 December 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2014. The school received an urgent inspection under section 8 of the Act on 29 and 30 January 2019. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Beavers Community Primary School is a welcoming and nurturing environment for pupils. Pupils can share any concerns they have using the 'worry monster' and daily check in zones. Pupils understand what it means to be physically and mentally healthy. For example, pupils encourage each other to use strategies, such as journaling and breathing exercises for their mental well-being. As a result, pupils feel safe and are kept safe in school.

Pupils get along well with each other. Bullying is rare, and pupils know how to raise concerns if they need to. Pupils rise to the expectations staff have of them. They demonstrate these by becoming ambassadors for the school. Pupils enjoy receiving rewards for their efforts.

Pupils benefit from the wider offer at the school. They develop their leadership skills and interests through different roles at the school, such as pupil governors, eco-warriors and as members of the school band. Pupils enjoy coming to school and meeting with the dog mentor, Chrissie.

The curriculum matches the breadth and depth of that expected nationally. Children make a strong start in a caring early years environment with high ambitions for all. Pupils achieve well in line with their peers nationally by the time they leave school.

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

The curriculum and provision for children in early years is excellent. The curriculum is designed to give children opportunities to practise their early number. For example, children set up a sweet shop, exchanging tokens for purchases. Routines are very well established from the time when children start school. Communication is rightly prioritised. Adults engage with children positively, extending their language whenever possible. For example, children are eager to join in with familiar nursery rhymes, taking turns to select different farm animals on the beat. This also supports children's social awareness, self-control and concentration, which prepares them well for their next stages of learning.

Beginning in early years, leaders have set out exactly what pupils are expected to learn. This is sequenced so that pupils return to key ideas and have opportunities to develop their understanding. For example, in physical education, children in Reception build their skills in core and gross motor skills so that they can bounce and catch with increasing success. Pupils in Year 2, learn to attack and defend through an invasion game. This means that older pupils can bring their skills and knowledge together to play a range of team sports with increasing success.

While the curriculum provides opportunities to develop key knowledge, some pupils, including those new to the school and who speak English as an additional language, are not developing their understanding as well as they could. This is because assessment is not used consistently to check that concepts are understood and consolidated before moving on to more complex content.

Staff are suitably trained to implement the school's phonics curriculum. Books are matched to the sounds that pupils know. Parents and carers are invited to reading sessions, for example in the early years 'living room'. On occasion, teaching does not allow sufficient time for pupils to practise new sounds before applying them independently. This means that some errors are not picked up and addressed as quickly as they could be. Some pupils, including those new to the school and who speak English as an additional language, do not achieve as well in the phonics screening check. The school has reviewed their approach to ensure that staff continue to model language, and for new sounds to be adequately rehearsed, so that pupils benefit from the language-rich environment.

Pupils with special educational needs and/or disabilities (SEND), including in early years, are very well cared for at the school. Staff identify pupils' needs accurately and provide appropriate support. Staff are trained to adapt the curriculum for pupils. This means that pupils are well supported to make progress from their different starting points.

The curriculum for pupils' wider personal development is carefully considered. Pupils learn about shared values in their school community and discuss how to put these into practice. For example, pupils consider how to be good team players on the football pitch. Lessons are rarely disrupted. During informal times, including breaktimes, expectations are sometimes made less clear to pupils. Nonetheless, there are courteous interactions between pupils and adults. Pupils attend well and on time.

Staff, including those at the early stages of their careers, are well supported by leaders to develop professionally. Those responsible for governance fulfil their statutory duties. However, at times, the implementation of aspects of the school's work is not systematically reviewed to ensure that they are having the intended impact.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, assessment is not used effectively to check what pupils know and remember. In these instances, some pupils, including those who speak English as an additional language, do not consistently secure some of the key concepts they need for future learning. The school, including those responsible for governance, should check that the intended curriculum is implemented consistently, and that assessment is used well to identify and address misconceptions.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102520
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10345817
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	654
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Suresh Dhotre (co-chair) Michelle Davis (co-chair)
<b>Headteacher</b>	Sarah Smith
<b>Website</b>	<a href="http://www.beaversprimaryschool.co.uk">www.beaversprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	29 and 30 January 2019, under section 8 of the Education Act 2005

## Information about this school

- The school currently use one registered alternative provision.
- The school runs its own breakfast club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors held meetings with the headteacher, senior leaders, teachers and support staff. The lead inspector met with a group of governors, including the chair of the governing body. She also spoke with the local authority school improvement partner, and an external adviser.
- The inspectors carried out deep dives in these subjects: reading, history, physical education, art and design and mathematics. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record of pre-employment checks; took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- The inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

## **Inspection team**

Matea Marcinko, lead inspector	His Majesty's Inspector
Alison Colenso	Ofsted Inspector
Laurie O'Brien	Ofsted Inspector
Sara Morgan	Ofsted Inspector
Helen Lockey	Ofsted Inspector
Nneoma Thomas	Ofsted Inspector
Nick Flesher	Ofsted Inspector

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