

Inspection of The Beeches Primary School

Beech Avenue, Peterborough, Cambridgeshire PE1 2EH

Inspection dates: 15 and 16 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

All pupils are warmly welcomed at The Beeches Primary School. Pupils live by the school's values, which include caring for each other and striving for excellence. They respond well to the high expectations that teachers have of them and settle to lessons quickly so that learning is not disturbed.

Pupils enjoy a range of clubs and sports activities. They like participating in sports competitions and are proud of their successes in cricket tournaments. Pupils are pleased to represent their school in singing events. They find the many musical opportunities inspiring.

A variety of trips and activities broaden pupils' horizons. Pupils learn to be good citizens. They contribute their ideas to the school council to effect change. Older pupils take their responsibility seriously. They act as positive role models and take pride in reading with younger children.

Pupils are respectful and kind towards each other. They speak positively about their relationships with each other and the staff. Pupils with special educational needs and/or disabilities (SEND) take part in school life well. They benefit from time in quieter classes. Pupils are happy and feel safe at school.

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

The school has a broad and ambitious curriculum that sets out the key learning for pupils from Reception to Year 6. In each subject, there is a sharp focus on vocabulary because for many pupils, English is not their first language. As pupils progress through the curriculum, there are opportunities for them to revisit key knowledge. This means that pupils retain new knowledge and remember more over time. It also gives further opportunity for pupils new to the school and pupils developing their English language to secure new learning and not to miss out on the breadth of the curriculum offer.

Teachers present information clearly and check pupils' understanding frequently during lessons. This means that they can address pupils' misconceptions as these occur. Some staff teach pupils key knowledge prior to the lesson. This is particularly helpful for pupils who speak English as an additional language as well as for pupils with SEND.

Pupils develop real pleasure in reading. They are eager to talk about the books they borrow from the school library. Leaders strive for all pupils to become fluent readers. There is a clear structure and sequence to the teaching of phonics, which starts from Reception. Leaders regularly check that the teaching of the phonics programme is precise. They provide coaching to staff so this is consistently well implemented. Every day, pupils read books that are closely matched to the sounds that they know. Staff are quick to identify less fluent readers or pupils in the early stages of language development. A programme of additional phonics and reading

activities helps pupils to catch up. This means that most pupils become confident, fluent readers.

The school is ambitious for pupils with SEND. Support plans are clear. These provide guidance for teachers and set out the best methods to support pupils in lessons. In some lessons, teachers do not implement the plans fully. In these cases, it means that pupils cannot independently access their learning. For pupils with the most complex needs, staff provide opportunities for pupils to learn in small groups. This enables them to settle well.

The early years curriculum helps prepare children for Year 1. The introduction of the drawing club evokes children's interest in writing. Children participate in daily rhyme times and physical activities and learn art skills. The teaching of mathematics and phonics is precise. Children spend time learning indoors and outside. There are times when not all adults are available to support and guide children's learning to help them practise what they have been taught. This means that when children are unsure about what to do or struggle with a task, their learning is not maximised.

The school's personal development programme is well planned and delivered. Pupils know right from wrong and behave well. They treat each other respectfully. The curriculum for personal, social and health education prepares pupils to know how to stay safe when online, as well as how to look after their physical and mental health.

There is a positive culture of professional development for staff. They feel well supported in their roles. Governors know the school well and make strategic decisions to benefit staff and pupils. They assure themselves that investment in training and resource is improving the achievements of all pupils by regularly visiting the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, teachers do not make sufficient adaptations to teaching or fully implement what is set out in the support plans for pupils with SEND. This means that some pupils struggle to complete tasks independently during lessons. School leaders should ensure that teachers are provided with support to make appropriate adaptations to lessons and precisely follow tailored plans so that all pupils achieve the aims and ambitions of the curriculum.
- In early years, there are times when adults do not always support, guide and model new learning effectively. This does not help children to build on what they already know and can do, so they do not make the gains that they could in their learning. School leaders should ensure that they develop staff expertise so that

everyone is able to contribute to creating an environment that fully supports the intent of leaders' ambitious curriculum.

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

Unique reference number	110756
Local authority	Peterborough
Inspection number	10287081
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	623
Appropriate authority	The governing body
Chair of governing body	Gavin Bateman
Headteacher	Will Fisk
Website	www.beeches.peterborough.sch.uk
Date of previous inspection	29 September 2020, under section 8 of the Education Act 2005

Information about this school

- This school uses one registered alternative provider.
- This school has additional classes for pupils with SEND on the school roll. These classes provide curriculum support in a small-group setting.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the chair of the governing body, representatives of the governing body, the headteacher, other senior leaders, subject leaders and staff.
- Inspectors carried out deep dives in early reading, mathematics, science, physical education and music. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; 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.
- Inspectors spoke to parents at the beginning of the school day and considered the 38 responses to Ofsted's online questionnaire for parents and carers, Ofsted Parent View. In addition, the lead inspector considered correspondence received via email from some parents.

Inspection team

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