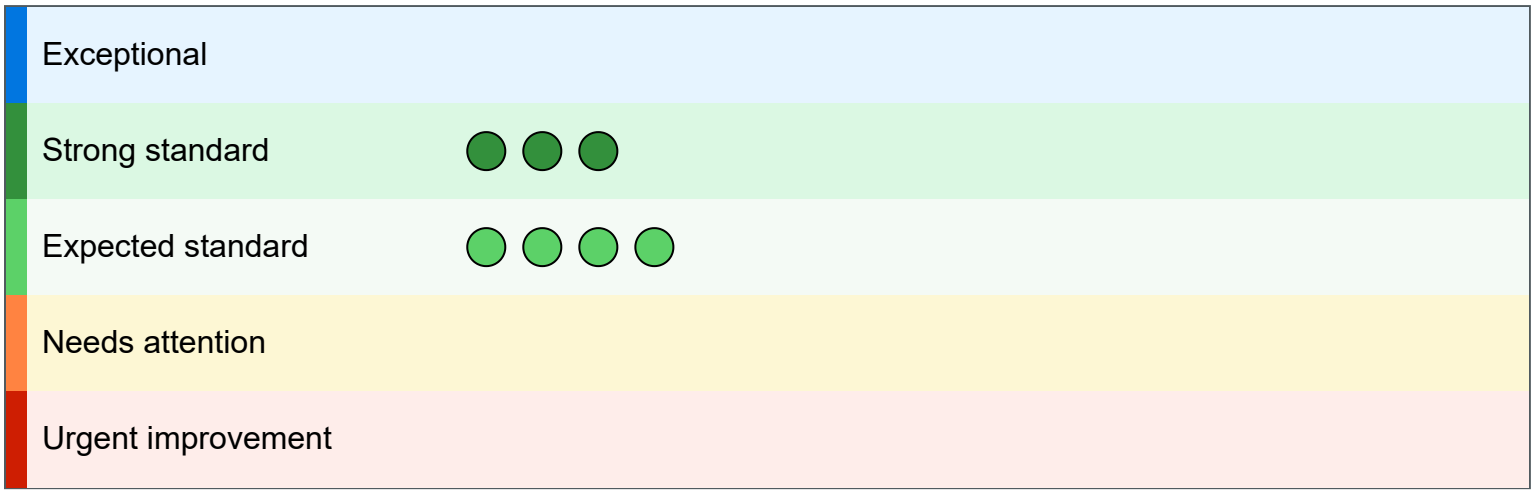
Beever Primary School

Address: Moorby Street, Oldham, Greater Manchester, OL1 3QU

Unique reference number (URN): 105627

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Leaders are highly knowledgeable about the early years. They use their understanding of children's progress to adapt and improve provision when needed. For example, leaders ensure that staff have the expertise to develop children's language and communication skills. As a result, staff use every opportunity to talk with children and model the language they want to hear. This enables children to communicate with increasing confidence.

Leaders place a high priority on developing children's early reading and writing skills. Children use their phonics skills to read with increasing accuracy. They develop a secure pencil grip and develop their writing skills. Children develop secure early mathematical knowledge. They learn to use numbers, count and recognise shapes. They use mathematical vocabulary with confidence. Leaders ensure that staff teach these key skills systematically and consistently. Teachers make full use of the learning environment and provide children with opportunities to practise and secure these skills independently throughout the day.

Children have positive relationships with staff. Leaders ensure that care practices are appropriate. Children are safe and happy.

Children, including those who face barriers to learning, progress well through the early years curriculum. They are very well prepared for the transition to Year 1.

Inclusion

Strong standard

Leaders consistently improve opportunities for pupils with barriers to their learning. Staff identify pupils' needs quickly and accurately, ensuring that they receive effective support. This includes a detailed assessment of the language and communication skills of every pupil joining the school. This means that staff can work swiftly to close any gaps in pupils' understanding. Pupils quickly make progress.

Leaders have high aspirations for pupils facing disadvantage. They use additional funding effectively, such as the pupil premium grant, to provide the support that some pupils need. This includes extra help with skills such as reading and mathematics. This helps pupils secure this knowledge and keep up with learning.

Leaders ensure that staff have the expertise they need to support pupils with special educational needs and/or disabilities. Staff follow the progress of these pupils closely and skilfully respond to any changes that are needed. This means that these pupils consistently make progress through the curriculum.

Leaders understand that English is not the first language of many pupils arriving at school. They ensure that staff are well trained to identify the specific needs of these pupils and support their learning. These pupils consistently make rapid progress and typically attain well.

Personal development and wellbeing

Strong standard

Leaders prioritise pupils' personal development. They have developed a programme that is tailored to the context of the school. This includes experiences that prepare pupils very well for life in modern Britain. Leaders promote their high aspirations for pupils through a series of annual awards. These extend beyond academic achievement. This helps pupils understand the importance of resilience and develop a sense of responsibility. Pupils develop a sense of right and wrong and behave with integrity.

Pupils learn the importance of teamwork. They learn how to communicate positively, and teachers ensure that pupils are given the opportunity to work together and practise those skills from an early age. This means that they cooperate well during lessons and at other times of the school day.

Leaders ensure that pupils learn about British values and the different faiths and cultures that make up their school and community. They celebrate the many languages spoken in school in special assemblies. Pupils have the opportunity to share their language expertise and develop their sense of belonging. Pupils are thoughtful and respect others. They develop a broad cultural awareness. They talk about issues such as discrimination sensitively and are well prepared for life beyond school.

Pupils develop a detailed understanding of how to keep safe. This includes keeping safe online and in the community. Leaders ensure that pupils know the dangers of open water and nearby tram lines. Pupils understand first-aid skills and how to respond in an emergency.

Pupils understand healthy relationships and how their bodies change as they grow older. They understand the importance of good hygiene and show a detailed awareness of positive mental health.

Leaders ensure that the personal development offer is open to every child. They know their pupils and families well and use this understanding to anticipate and provide highly effective pastoral support when needed.

Expected standard

Achievement

Expected standard

Pupils achieve well. Although published outcomes at the end of key stage 2 are below the national average in reading and writing, this does not reflect the attainment of current pupils, whose work is of a higher standard. Disadvantaged pupils typically attain in line with disadvantaged pupils nationally.

Pupils use their phonics knowledge to read with accuracy and fluency. Pupils' knowledge and recall of number facts are secure. This is reflected in above-average attainment in the Year 4 multiplication tables check. This is notable given the school's high proportion of disadvantaged pupils and pupils who speak English as an additional language. Pupils consistently use their handwriting skills to write with fluency.

Pupils' understanding is typically secure across the curriculum. While their understanding is less detailed in a small number of subjects, they develop the knowledge and skills they need to be prepared for the next stage of their education. Pupils with special educational needs and/or disabilities consistently make progress through the curriculum.

Attendance and behaviour

Expected standard

Leaders analyse attendance information carefully and take prompt action when concerns arise. They work closely with families to identify and overcome any barriers to positive attendance. For some pupils, leaders adapt the start of the school day to help them settle quickly. Leaders' actions consistently lead to improvements in attendance for pupils identified as needing extra support. In 2024/25, pupils' overall attendance was below the national average. However, the attendance of pupils currently in the school is improving. The school has a high proportion of disadvantaged pupils. These pupils attend well in comparison to disadvantaged pupils nationally.

Pupils behave well across the school. They understand the school's rules and consistently follow routines. Leaders have established a culture based on positive relationships and mutual respect. Staff apply rules consistently and deal with any low-level behaviour quickly so that it does not disrupt lessons. Leaders deal with rare incidents of bullying or harassment effectively. Pupils enjoy learning and are proud of their efforts. They are polite and courteous. Staff provide extra help for some pupils to help them recognise and manage their emotions. This leads to a calm and purposeful environment across the school.

Curriculum and teaching

Expected standard

Leaders use their understanding of the quality of the curriculum and teaching to make improvements when needed. For example, their actions have improved the teaching of grammar and reading comprehension across the school.

Teachers provide pupils with the opportunity to practise their writing skills across the curriculum. For example, in history lessons, pupils write diary entries and letters. In science, pupils produce written instructions and reports. However, teaching in a small number of subjects does not support pupils to develop detailed knowledge and skills.

Leaders have designed a curriculum that is broad and interesting. Pupils build their knowledge systematically over time. For younger pupils, the emphasis is on developing key knowledge, such as phonics and handwriting. Staff teach these key skills consistently well. Leaders ensure that staff have the expertise to teach pupils the language skills they need to communicate effectively. The teaching of mathematics is embedded and effective across the school.

Leaders ensure that the curriculum is taught well. Staff adapt the way they present information so that it is accessible to all pupils, including disadvantaged pupils. They provide pupils with resources that allow them to learn independently when appropriate. Teachers quickly spot mistakes in pupils' work, and staff provide extra help so pupils close any gaps in their knowledge.

Leadership and governance **Expected standard**

Leaders have a detailed and accurate understanding of the school. They use this to develop good practice and to make improvements when needed. For example, leaders' work to improve the consistency of teaching in mathematics has led to improved attainment. Their work to improve language and communication skills has led to more pupils being well prepared for the transition to Year 1.

Governors understand the school well. They use their expertise to fulfil their statutory duties. They support and challenge leaders appropriately. For example, governors have a detailed understanding of the impact of the pupil premium grant. They ensure that it is being used effectively to support disadvantaged pupils.

Leaders consider staff workload carefully. They provide time for staff to complete their work and schedule meetings with wellbeing in mind. Leaders have created a supportive culture where staff feel valued and receive support when needed. Leaders provide professional learning that is sharp and purposeful. Staff learn from the best evidence-based approaches. They have time to discuss how this relates to their work. For example, staff work together to develop the way they support pupils with special educational needs and/or disabilities. Leaders provide opportunities for staff to work with colleagues from other schools. Staff share their expertise and learn from others. This helps develop high-quality practice.

Leaders consistently act in the best interests of pupils. They take time to develop positive relationships with parents and carers. This begins before pupils start at the school. Leaders then continue to work with families and help them access appropriate services and support.

What it's like to be a pupil at this school

Pupils enjoy life at Beever Primary School. They engage well with lessons, mostly attend well and take pride in their work. Pupils benefit from an effective approach to the teaching of key skills. They learn to read with increasing accuracy. They learn to write fluently and express their ideas. Pupils with barriers to learning have any additional needs identified quickly. They receive the support they need to progress through the curriculum. They are included in all aspects of school life and achieve well.

Pupils' learning extends beyond the classroom. For example, pupils visit a local nature reserve when learning about rivers in geography. They visit museums and historic sites when learning about the Romans and Egyptians. Older pupils attend a residential trip where they develop resilience and learn to work together. Pupils learn to swim and some go on to represent the school at water polo. Pupils learn to play musical instruments and develop this talent further by performing in a brass band.

Pupils have positive relationships with staff, who welcome them warmly and treat them with kindness. Pupils are polite and respectful. They get on well with their friends and play well together. Pupils are adamant that bullying is not tolerated at their school. They have worked with leaders to create a child-friendly anti-bullying policy. Any incidents of bullying are dealt with effectively by staff. Pupils feel safe.

Pupils learn about responsibility. For example, some are eco-ambassadors and wellbeing champions. They lead assemblies and hold wellbeing drop-in sessions for other pupils. Pupils learn about citizenship and community responsibility. They take part in activities such as litter-picking, community clean-ups and safety campaigns. Pupils learn about careers from visitors and members of the school community. Pupils are well prepared for their move to secondary school at the end of Year 6.

Next steps

- Leaders should ensure that teaching in some subjects is consistently effective so that pupils develop detailed knowledge and skills across the curriculum.

About this inspection

The chair of the board of governors in this school is Kryshia Winkler.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders, governors, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

The school currently uses no alternative provision.

Headteacher: Nicola Edwards

Lead inspector:
Chris Fielding, His Majesty's Inspector

Team inspectors:
Angela Sweeting, Ofsted Inspector
Jake Nicklin, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 16 June 2026

School and pupil context

Total pupils

225
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

244
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

64.56%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.89%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.56%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	61%	Below
2024/25 (final)	54%	62%	Below
2023/24 (final)	25%	61%	Below
2022/23 (final)	48%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	74%	Below
2024/25 (final)	64%	75%	Below
2023/24 (final)	54%	74%	Below
2022/23 (final)	55%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	72%	Below
2024/25 (final)	57%	72%	Below
2023/24 (final)	54%	72%	Below
2022/23 (final)	59%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	73%	Below
2024/25 (final)	68%	74%	Close to average
2023/24 (final)	46%	73%	Below
2022/23 (final)	66%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Below
2024/25 (final)	48%	47%	Close to average
2023/24 (final)	19%	46%	Below
2022/23 (final)	43%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	62%	63%	Close to average
2023/24 (final)	48%	62%	Below
2022/23 (final)	52%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	59%	Below
2024/25 (final)	52%	59%	Close to average
2023/24 (final)	48%	58%	Close to average
2022/23 (final)	48%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	60%	Close to average
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	33%	59%	Below
2022/23 (final)	62%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-31 pp
2024/25 (final)	48%	69%	-22 pp
2023/24 (final)	19%	67%	-48 pp
2022/23 (final)	43%	66%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (final)	62%	81%	-19 pp
2023/24 (final)	48%	80%	-32 pp
2022/23 (final)	52%	78%	-26 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	78%	-29 pp
2024/25 (final)	52%	78%	-26 pp
2023/24 (final)	48%	78%	-30 pp
2022/23 (final)	48%	77%	-30 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	33%	79%	-46 pp
2022/23 (final)	62%	79%	-17 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.5%	5.2%	Above
2023/24 (3 term)	6.4%	5.5%	Above
2022/23 (3 term)	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	20.0%	13.0%	Above
2023/24 (3 term)	20.0%	14.6%	Above
2022/23 (3 term)	19.3%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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