

# Beeston Primary School

Town Street, Leeds, West Yorkshire LS11 8PN,

**Inspection dates** 27-28 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- In this improving school pupils get off to a good start in their learning in the caring and inclusive Early Years Foundation Stage.
- Progress for pupils is at least good through Key Stages 1 and 2 resulting in good achievement by the end of Year 6.
- Pupils' attitudes to learning are good, they keep themselves safe and behave well.
- Teaching is good overall and improving, contributing well to the improved progress that pupils make.
- School leaders, managers and governors know the school's strengths and weaknesses, and have taken decisive action which has resulted in improvements in the quality of teaching and in pupils' performance.

### It is not yet an outstanding school because

- Not enough pupils reach the higher levels in mathematics.
- There are too few opportunities for more-able pupils to undertake independent investigation and problem-solving in mathematics.
- Some inconsistencies in the quality of teaching remain across classes.
- Pupils are not always clear about their individual targets for improvement in mathematics.

## Information about this inspection

- Inspectors observed 19 lessons. They also listened to pupils reading and scrutinised pupils' work.
- They held meetings with pupils, staff, members of the governing body and a representative of the local authority.
- They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance.
- Inspectors took account of three responses to the on-line questionnaire (Parent View) and the school's own parental survey.

## Inspection team

Mike Hewlett, Lead inspector	Additional inspector
Steve Rigby	Additional inspector
Chris Maloney	Additional inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is average.
- The percentage of pupils who speak English as an additional language is average.
- The proportion of pupils supported at school action is below average while the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school joined the South Leeds Learning Trust in September 2012.
- There is an after-school club which is not managed by the school's governing body.
- The school meets the government floor standard which sets the minimum expectations for pupils' attainment and progress.

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

- Improve the proportion of pupils attaining the higher levels in mathematics by:
  - promoting sufficient challenge and providing more opportunities for independent learning and investigation for the more-able pupils
  - making sure that all pupils are aware of their targets and know precisely what they need to do to reach them.
- Raise the quality of teaching so that it is consistently good or better by:
  - ensuring that activities planned closely match the needs and interests of all learners
  - make sure that all lessons move at a brisk pace and that no time is wasted
  - providing good levels of challenge for all pupils in lessons.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills which are low in relation to the expectations for their age. They make at least good progress, especially in their personal and social development.
- Pupils are well prepared when they enter Year 1 and continue to make good progress from their starting points as they move through Key Stage 1. Consequently, their attainment is close to the national average in reading, writing and mathematics by the end of Year 2. High quality phonic lessons (teaching the links between letters and sounds) and regular reading sessions have helped pupils make rapid progress in reading.
- Attainment in Key Stage 2 is also rising, although results of national tests in 2011 showed that attainment was below the national average in English and mathematics. Provisional national test results for 2012 indicate that pupils' performance is improving rapidly with results in English and mathematics now in line with the national averages in English and mathematics. Current attainment is at a similar level.
- Overall, achievement is good because of the high proportions of pupils making better than expected rates of progress. In English this leads to more pupils reaching the higher Level 5. However, this is not the case in mathematics because pupils have too few opportunities to work independently or carry out mathematical investigations and solve problems.
- Learning throughout the school is good with some outstanding examples. For instance, in a Year 5 history lesson, pupils' learning was rapid as they adopted the life style of Victorian children. Excellent links were made with other subjects as pupils wrote persuasively to factory owners asking them to improve children's living conditions.
- Pupils eligible for the pupil premium, disabled pupils and those with special educational needs achieve well because their individual needs are identified early. A good range of intervention programmes and one-to-one support ensure that their learning needs are met and that they are given equal opportunities to succeed.

### The quality of teaching is good

- Pupils make good progress because the vast majority of teaching in the school is good and some of it is outstanding. The large majority of parents agrees that their children are well taught, and inspection evidence supports this view.
- The teaching of pupils who are eligible for the pupil premium is well managed with funding being used to provide a good range of suitable resources which allows these pupils to reach their full potential. In addition, the teaching of disabled pupils and those with special educational needs is good because of the skilled intervention of knowledgeable teaching assistants who are able to target pupils' individual learning needs.
- The teaching of reading and mathematics is very effective in ensuring that pupils read and calculate confidently. Although in mathematics teachers do not always ensure enough time for independent work, especially problem-solving for the more-able pupils.
- In the best lessons, pupils use and apply their English and mathematical skills in other areas of the curriculum.
- In the effective lessons teachers make good use of information and communication technology (ICT) to support pupils learning. For instance, in a Year 6 mathematics lesson, pupils used portable recording devices to film their explanations of decimal work and share the results with their classmates. These provided a valuable record of pupils' levels of understanding.
- Teachers have good subject knowledge and, in the most effective lessons, plan activities well so that there are good levels of challenge built into the task they set for pupils of different abilities.
- Marking of work by teachers is accurate and comprehensive. It contributes well to the

- improved systems for assessing pupils' progress that have been introduced in the school.
- There are a few remaining inconsistencies in teaching. Occasionally, the pace of learning slows, tasks set do not meet individual pupils' needs and time is not always used successfully to sustain interest. In some mathematics lessons, some of the work set is too easy for more-able pupils and they are not clear enough about their targets and what steps they need to take to improve. This results in fewer pupils reaching the higher levels in mathematics than in English.
  - Teachers make an effective contribution to the good provision for pupils' spiritual, moral, social and cultural development. For example, in all lessons pupils are encouraged to work collaboratively, take turns and consider the impact of their actions on others.

### **The behaviour and safety of pupils is good**

- Pupils are polite, well mannered and get on well with each other and with adults. They respond well to the expectations set for them by the staff, behave well and are keen to learn.
- Attendance rates are average and show an improvement since the last inspection.
- The strong emphasis in the Early Years Foundation Stage on developing good behaviour and positive attitudes to learning helps to ensure that all pupils, including the youngest children, understand how they can contribute to an orderly and harmonious community.
- Consistent application of the school's reward systems and rules makes a valuable contribution to the pupils' good behaviour. Pupils feel valued and proudly take on responsibilities such as being school council members, playground buddies and librarians.
- A nurture group and a good range of other intervention strategies help to boost pupils' confidence and self-esteem.
- A small minority of parents raised concerns about behaviour in the school. Inspection findings conclude that pupils' behaviour is typically good in both classrooms and around the school. The school deals effectively with any unacceptable behaviour.
- Pupils understand the various forms of bullying that might take place, including bullying as a result of prejudice, but they told inspectors that they had no concerns about bullying in their school. 'If there is a problem we usually make friends easily and if we tell teachers they will always help to sort it out', is a typical response from pupils.
- Pupils say they feel safe in the school and parents agree. Pupils have a good awareness of safety issues and can explain what they need to do in an emergency. They learn about road safety and how to keep themselves safe when they use the Internet.

### **The leadership and management is good**

- The school is very effectively led by the headteacher and deputy headteacher. They form an impressive team providing a clear vision and direction for the school, and strong leadership of teaching. Well supported by middle managers and governors, they have helped to ensure that the school has improved rapidly since the last inspection and is well prepared for the future.
- Performance management is rigorous and targeted at improving pupil progress, the quality of teaching and teachers' professional development. This has resulted in better teaching overall since the last inspection and identified some areas that need to be improved to eradicate any inconsistencies that still exist such as in the levels of challenge set for more-able pupils.
- Self-evaluation is accurate and clearly identifies the school's strengths and areas for improvement. Consequently, the school's actions, set out in the improvement plan, are carefully targeted, effective and improving performance. School leaders at all levels drive these improvements so they feel very much part of a team with their individual contributions valued.
- Senior leaders and staff work effectively to prevent discrimination and ensure that all pupils

have equal access to the full curriculum. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are provided with well considered opportunities to reflect on their work and apply what they have learned through exciting cross-curricular themes and topics.

- Tracking and monitoring systems are much better than when the school was last inspected and provide staff with very good levels information. Potential underachievement is picked up early and a good range of intervention strategies, including one-to-one sessions, is used to provide the necessary support. The impact of these interventions is carefully measured to ensure they are working successfully and that pupils' equality of opportunity is ensured.
  - Good partnerships with the local cluster of schools ensure smooth transition at all stages of the pupils' education. Most parents agree that they are kept well informed about the work of the school through meetings, newsletters and the school's website. Inspection findings confirm these views.
  - Safeguarding procedures meet statutory requirements and parents feel that the school keeps their children safe.
  - The local authority has provided good levels of support that have contributed to the improvements in teaching and pupils' performance since the last inspection.
  - **The governance of the school:**
    - has a good range of expertise that enables it to give school leaders the right level of challenge as well as support
    - has a good understanding of the school's strengths and weaknesses and contributes effectively to the plans for improvement
    - is fully involved in reviewing staff performance and ensuring the appropriate professional development is available for all staff
    - knows the school well through regular visits and links made to individual classes.
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## 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>	107946
<b>Local authority</b>	Leeds
<b>Inspection number</b>	405136

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>	560
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Francis
<b>Headteacher</b>	Mr Chris Lees
<b>Date of previous school inspection</b>	3-4 November 2010
<b>Telephone number</b>	0113 271 6978
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