

The New Bewerley Community Primary School

Bismarck Drive, Beeston, Leeds, West Yorkshire, LS11 6TB

Inspection dates 17–18 April 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| 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.

- Pupils make good progress in English and mathematics and achieve well overall throughout the school.
- The quality of teaching is good. It is sometimes outstanding. Overall, lessons are well planned to ensure that learning activities and resources suit the needs of all pupils in the class.
- Teaching assistants work well with class teachers to provide strong support for all groups of pupils.
- Pupils are well-behaved, feel safe and have a positive attitude to learning. The large majority of pupils attend school regularly and are always punctual. There are strong relationships between adults and pupils.
- Leaders work effectively to improve the quality of teaching, which has had a positive impact on pupils' attainment and progress in recent years. The governing body is supportive of leaders and challenges them appropriately. Governors have a clear understanding of the school's strengths and areas for development.

It is not yet an outstanding school because

- Pupils do not have enough opportunities to apply their mathematical skills in a practical way on a regular basis.
- In the Early Years Foundation Stage children do not always have the opportunity to develop their communication, language and literacy skills.

Information about this inspection

- The inspectors visited 21 lessons taught by 14 teachers.
- Inspectors observed and spoke to pupils during lessons and at lunch and break times. They met formally with groups of pupils from Key Stage 1 and Key Stage 2.
- Meetings were held with senior leaders and managers. A meeting also took place with the Chair of the Governing Body, a parent governor and a local authority governor. A meeting took place with a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including arrangements for safeguarding, performance management, attendance figures, information about pupils' attainment and progress, and pupils' books.
- Inspectors were able to analyse the online questionnaire gauging the views of parents (Parent View). There were 13 responses from parents. Inspectors also analysed the school's surveys completed by parents over the past six months.

Inspection team

Fiona McNally, Lead inspector

Additional Inspector

Lesley Clark

Additional Inspector

Graeme Clarke

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported through school action is well above average.
- The proportion supported at school action plus or who have a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils supported through the pupil premium (additional funding for children in local authority care, those from service families and those known to be eligible for free school meals) is well above average.
- The majority of pupils are of White British heritage. However, the proportion of pupils from other ethnic backgrounds is well above average as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils entering the school at different points during the year and in Years 1 to 6 is well above average.
- The school has specialist resource provision for pupils with medical and physical needs.

What does the school need to do to improve further?

- Raise pupils' attainment and further improve their achievement across the school by:
 - creating more opportunities for pupils to use and apply their mathematical skills in other areas of the curriculum to further improve their achievement in mathematics
 - taking every opportunity to develop and reinforce children's speaking, listening and literacy skills in the Early Years Foundation Stage.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills much lower than those typical for their age. This is due to some children having very limited English and most have very low levels of communication, literacy and language skills when starting in the Reception class. Pupils make good progress as they move through the school, achieving well overall. By the end of Year 6 their attainment has reached just below average with standards rising well, particularly in English.
- Pupils who are known to be eligible for free school meals are making progress in line with other pupils in the school. Whilst their attainment is below the national average, the gap between these pupils' attainment and that of pupils not eligible for free school meals in the school is closer than the gap found nationally.
- The larger than average proportion of pupils for whom English is not their first language attain similarly to other pupils. These pupils make good progress over time and a good proportion do better than this. The gap in attainment between these pupils and pupils for whom English is their first language is closer than the gap found nationally.
- Pupils who have special educational needs make good progress. They are well supported in lessons by adults but are also given time to develop their skills independently.
- There are large numbers of pupils who enter the school at different points in the year and these pupils are given every opportunity to make up lost ground, meaning they settle in quickly and make good progress from their individual starting points.
- Those pupils in the specialist resource provision have very particular and complex needs, which are met well to enable them to make good progress and to become increasingly confident, independent learners. The good progress of these pupils is seen both in lessons in the resource unit and when they learn alongside pupils in the main school.
- In reading, writing and mathematics pupils progress well over time. Younger pupils' knowledge of different letters and sounds has improved considerably in the last 12 months as a result of a stronger focus on this aspect of their learning. However, children in the Reception class do not always have enough opportunities to develop their communication, literacy and language skills in a variety of ways. This means that their progress by the end of the Reception Year in this area is not yet as good as in other areas of children's learning.
- By the end of Year 6 pupils read well and demonstrate great enjoyment in their reading. Pupils say they read very regularly at school and at home. Reading at home is very well supported for pupils in Key Stages 1 and 2 due to the wide range of books for them to borrow and the close partnership the school has forged with the local public library for pupils to use at weekends and in the holidays. This has had a positive impact on the pupils' achievement in English by the end of Key Stage 2.
- Pupils have opportunities in mathematics lessons to apply their mathematical skills but relatively few opportunities to use and apply these extensively in other areas of the curriculum. This is the reason why, despite making good progress overall in mathematics, pupils' achievement is not as strong in this subject as in English.
- The school clearly demonstrates that pupils have equality of opportunity and that it tackles discrimination well, as seen by the fact that all groups make good progress.

The quality of teaching is good

- Teaching is good across the school, and some is outstanding.
- Teachers have high expectations of the pupils. Their planning and the use of imaginative and appropriate resources provide sharply focused support for pupils of all abilities and for those pupils who join the school at different points during the year.

- Adults create a positive climate for learning where pupils have the opportunity to work independently and in groups, and they support each other's learning well.
- Teachers regularly check pupils' understanding through the lesson so that they know when pupils are ready to move on or need more guidance. Teachers provide opportunities for pupils to deepen their knowledge and, in this way, pupils are very involved in their learning and enjoy lessons.
- Teachers have good strategies for dealing with the needs of all learners, especially pupils for whom English is not their first language. Teachers tailor work to suit the pupils' individual needs. This particularly helps pupils with special educational needs to make good progress.
- Pupils' progress is regularly checked to enable teachers to plan appropriate support for those pupils who are at risk of underachieving or those that need pushing along more quickly.
- The use of questions is a real strength. It is used well to check on pupils' understanding and to draw out information from them and to help pupils to think more deeply about their learning. This is a key feature of outstanding teaching.
- In the resource unit there are large numbers of staff who work on a one-to-one basis with pupils with a variety of very complex needs. As such, adults are able to constantly check the pupils' understanding and gauge when they are ready to move on to the next stage of learning. This regular assessment of pupils' progress allows adults to measure when pupils are ready to engage with learning in the mainstream section of the school for certain activities. Pupils in the resource unit are encouraged to undertake tasks independently, where possible, and are regularly praised for their achievements.
- Where teaching is occasionally less effective, staff still check for pupils' understanding but do not always use this information well enough to match work closely to individual pupils' needs. Opportunities are missed in the Reception class to develop children's communication, language and literacy skills.

The behaviour and safety of pupils are good

- Pupils behave well and have positive attitudes to learning. Any disruption in lessons is minor and uncommon. Pupils' behaviour is good overall and in Years 5 and 6 inspectors observed outstanding behaviour where pupils' attitude to learning was exemplary. This was due to older pupils having learnt, over a longer period of time in the school, the expectations regarding their behaviour and becoming well versed in the established routines in place to maintain a calm and productive atmosphere.
- Parents have a good opinion of behaviour and safety; they believe behaviour is managed well and that their children are happy. Pupils also say they feel safe in and around school and that behaviour in the school is good. They are clear about the school's system for rewarding good behaviour and setting sanctions where behaviour is not good.
- The large majority of pupils attend well and pupils are punctual to school and to lessons.
- Around the school and in lessons it is clear that pupils treat each other well and with respect, and there are very positive relationships between adults and children. Pupils from a very diverse range of backgrounds and cultural experiences work and play well together. Each week a pupil is nominated for the Stephen Lawrence Board as a result of demonstrating respect, friendship and awareness of others. Pupils feel safe from racism or any kind of prejudice-based behaviour.
- Pupils say that bullying is rare and any problems are dealt with immediately by adults. Parents are pleased with how any bullying is dealt with on those rare occasions when it occurs.
- The school's behaviour records show that those who have behavioural difficulties have a lot of support and this helps them to improve their behaviour.

The leadership and management are good

- The leadership of teaching is effective and, as a result, the quality of teaching has improved so that it is now at least good across the school. This is due to effective and robust performance management procedures, as well as the provision of appropriate professional development opportunities for staff. For example, there have been significant improvements made in the proportion of Year 1 pupils reaching expectations in the phonics check because of the effective adjustments to the way letters and sounds are taught. There is also good use of advanced skills teachers to mentor and coach other teachers in developing their classroom skills.
 - There are well thought out policies and plans to ensure that pupils make good progress in key subjects. Leaders communicate high expectations which staff fulfil.
 - The leadership and management of the resource unit are effective and ensure that pupils make good progress and that staff are well trained for the specialist role they play in the school.
 - The curriculum is particularly effective in providing pupils with opportunities to apply their literacy skills in other subjects, for example in a science lesson where teaching and learning were clearly focused on pupils' developing the key scientific terms to enhance and develop their understanding of the topic and to allow them to write at some length about their scientific investigation. Equally, in a guided reading session, having read some factual information on magnets, pupils followed up the work by doing an investigation into which materials are and are not magnetic.
 - In mathematics there are ample opportunities for pupils to apply and reinforce their skills in mathematics lessons. However, mathematics is not applied well across the curriculum and there are missed opportunities to reinforce and apply these skills in a practical way on a regular basis.
 - The effective curriculum interests pupils, which encourages their positive behaviour and promotes their enjoyment of classroom activities. A strong focus on pupils' emotional well-being underpins their successful learning.
 - A broad range of experiences contributes well to pupils' spiritual, moral, social and cultural development. Pupils are particularly appreciative of the variety of trips, as well as the number of visitors to the school. Pupils make particular mention of how much they like to see their artwork and written work displayed around the school.
 - There are opportunities for some pupils to undertake leadership roles and this is done very well by pupils, who work very hard to gain awards for the school, such as the Stephen Lawrence Level 2 Award. The school is currently working to achieve School of Sanctuary status, which is given to those that work successfully to welcome children of asylum seekers and refugee families.
 - The local authority has an accurate view of the school and recognises the school's particular dynamic and the good work it is doing to overcome potential barriers to the pupils' learning and, in particular, in working with and engaging parents. The local authority provides appropriate support; for example, it works with the school to check regularly the quality of teaching and does so at the headteacher's and leaders' request, who in turn value the authority's objective views.
 - **The governance of the school:**
 - governors challenge leaders and are specific in requesting the information they need to assess the school's strengths and where improvements are needed. They have an accurate view of how the school judges itself and how improvements have been made in recent years
 - governors have a good understanding of the quality of teaching and its strengths. They know the school's key priorities for improvement and work with leaders to ensure that these link into the performance management objectives of all teachers in the school
 - governors know what they receive for the pupil premium and how this funding is used. They are very clear on why the school receives the money and how it should be spent to improve these pupils' achievement
 - safeguarding procedures are in place and meet statutory requirements.
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What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 121791 |
| Local authority | Leeds |
| Inspection number | 411743 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 345 |
| Appropriate authority | The governing body |
| Chair | Jeremy Morton |
| Headteacher | Patrick Wilkins |
| Date of previous school inspection | 9 December 2009 |
| Telephone number | 0113 336 8250 |
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