

The Bewbush Academy

Dorston Square, Bewbush, Crawley, RH11 8XW

Inspection dates 8–9 January 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils	Good	2	2
Quality of teaching	Good	2	2
Behaviour and safety of pupils	Good	2	2
Leadership and management	Good	2	2

Summary of key findings for parents and pupils

This is a good school.

- Children are taught and cared for well in the Early Years Foundation Stage. They make good progress and are well prepared for Year 1.
- Pupils across the school make rapid progress in all subjects. Pupils' results at the end of Key Stages 1 and 2 have improved considerably over time.
- Most teaching is at least good and some is outstanding across the school. Pupils learn well during the vast majority of lessons because they receive good opportunities to practise their developing skills.
- Pupils demonstrate positive attitudes towards learning and are proud of their achievements. They are courteous, considerate and well behaved. Pupils feel safe and well cared for in school.
- Leadership is good because the decisive action of the headteacher, other leaders and governors is rapidly enhancing the quality of teaching and improving pupils' results.

It is not yet an outstanding school because

- Pupils' results at the end of Key Stage 2, though improving, are lower than they could be.
- Not all teaching is good or outstanding.

Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly and 29 lessons as well as pupils' behaviour in the playground and at lunchtime. Three lessons were observed jointly with the headteacher, one assistant headteacher or the deputy headteacher.
- Discussions were held with pupils, two members of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school's work, including supervision and support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's use of sports premium and pupil premium funding (additional funding for pupils eligible for free school meals, those in the care of the local authority and those whose parents are in the services), the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked and records of how the quality of teaching is checked.
- The views of parents and carers were taken into account through taking note of the 17 responses to the online Parent View survey, discussions with several parents and carers at different times during the school day and the school's survey of parental views.
- Staff views were taken into consideration by looking at questionnaires completed by 28 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector	Additional Inspector
Lynne Thorogood	Additional Inspector
Carolyn Steer	Additional Inspector
Cliff Mainey	Additional Inspector

Full report

Information about this school

- The Bewbush Academy converted to become an academy school on 1 April 2012. When its predecessor school, Bewbush Community Primary School, was last inspected by Ofsted, it was judged to be satisfactory.
- The school is much larger than the average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is higher than the national average. This extra money is provided for children in local authority care, children with a parent or carer in the armed services and those known to be eligible for free school meals. There are no pupils with a parent or carer in the armed forces and one pupil in local authority care currently on roll.
- The proportion of disabled pupils and those with special educational needs supported through school action or at school action plus is above average, and there are four pupils with a statement of special educational needs. Some pupils have speech, language and communication needs, while others have behavioural, emotional or social difficulties or other needs.
- Pupils come from a range of ethnic backgrounds. A minority of pupils are of White British heritage. A majority of pupils speak English as an additional language.
- The number of pupils joining or leaving the school other than at the usual times is in line with most other schools.
- The school currently consists of 19 classes, three of which are in the Early Years Foundation Stage.
- The school does not currently operate any alternative provision for pupils.
- The assistant headteacher took up her post in January 2014. The deputy headteacher and leader of mathematics took up their posts in September 2013. The leader of mathematics is a specialist leader of education for the Kenmal Academies Trust.

What does the school need to do to improve further?

- Continue to improve pupils' results at the end of Key Stage 2, especially in reading.
- Ensure that all teaching is good or outstanding by:
 - continuing to develop teachers' confidence in their ability to consistently deliver good or outstanding lessons by being clearer about what they expect from pupils
 - extending teaching assistants' expertise so that they all contribute to pupils' learning and achievement.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are lower than expected for their age. They make good progress as they move through the Reception Year and are well prepared for Key Stage 1.
- Results of national screening in phonics (the sounds letters make) are lower than in most other schools. However, recent improvements to the quality of teaching mean that Key Stage 1 pupils' current progress in phonics is now fast.
- Pupils' results in writing and mathematics at the end of Key Stage 1 are slightly higher than expected nationally. Pupils' results in reading are improving although lower than expected nationally.
- Pupils' results at the end of Key Stage 2 are lower than expected nationally, especially in reading. This is why the achievement of pupils is not outstanding. However, pupils' results in all subjects are improving at a faster rate than in most schools. This is one reason why the achievement of pupils is good.
- The gap in progress between pupils eligible for the pupil premium and other pupils is being narrowed successfully by the school. The gap in performance is now about one term compared to a gap of about one and a half terms at the point of becoming an academy.
- All groups of pupils across the school, including the most able and pupils receiving support through the use of pupil premium funding, make faster progress in all subjects than nationally expected. This is because of improving teaching and high expectations. Pupils who speak English as an additional language make especially fast progress. The rapid progress made by these pupils is another reason why the achievement of pupils is good.
- Disabled pupils and those with special educational needs make fast progress in line with their peers. This is because the school provides effective support that meets their individual needs.
- Pupils are heard to read regularly, demonstrate a love of reading and talk about the books they read with enthusiasm. For example, one Year 2 pupil talked excitedly about books by Roald Dahl, while another explained why he liked books with lots of chapters.
- Pupils take pride in their work and achievements. However, they do not always present their written work at a high standard.
- A very large majority of parents and carers who offered an opinion considered that their children achieved well and made good progress in the school.

The quality of teaching is good

- The quality of teaching has rapidly improved since the start of the academy and most teaching across the school is now good with some that is outstanding. The improved quality of teaching is the main reason for the rapid progress made by pupils across the school. However, improved teaching has not yet led to high enough outcomes at the end of Key Stage 2. This is why the quality of teaching is not outstanding.
- The best teaching is pacy, well planned and well structured. Teachers know their subjects well and use high-quality dialogue and questioning to engage pupils and develop their learning. For example, one outstanding and lively Year 1 phonics lesson involved pupils in listening very carefully and responding to the teacher's questions and modelling of pronunciation.
- Pupils, including the most able pupils, are given work that challenges them well. This high level of challenge is one reason for the rapid progress made by all groups of pupils across the school.
- Pupils are given many opportunities to demonstrate and express their ideas and understanding. For example, one outstanding Year 5 English lesson involved the teacher and pupils sharing a high-quality discussion about features of good writing. This led to some impressive writing by the pupils.

- Most lessons feature well-used resources and activities that enable pupils to practise their developing skills and make learning enjoyable. For example, in one good Year 4 mathematics lesson, pupils arranged themselves into a physical number line. This enabled them to accurately check their addition and subtraction of negative numbers.
- In the small proportion of weaker lessons, teachers are less clear about what they expect from pupils. Pupils are sometimes allowed to lose focus or work at too slow a pace. The weaker lessons occur when teachers do not demonstrate sufficient confidence in their ability to teach good or better lessons.
- Teaching assistants support learning well in most lessons and often engage pupils in high-quality dialogue and questioning. However, this level of support is not established securely across the school.
- Teaching in the Early Years Foundation Stage is pacy, enthusiastic and well organised. A good range of effective and enjoyable child-led and adult-directed activities ensure that children concentrate and learn well. The high expectations of teachers ensure that children progress well and develop good learning habits.
- Teachers offer pupils clear advice about how to improve their work. Written feedback gives pupils opportunities to respond to the advice given, but these opportunities are not utilised consistently.
- All pupils spoken to by the inspectors praised the quality of teaching and said they enjoyed their lessons.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' attitudes to learning are positive, though they can sometimes go off task and lose focus during the few times when teaching is less strong. This is why the behaviour and safety of pupils are not outstanding.
- Pupils' conduct in lessons, in the playground, during lunchtime and when travelling around the school is good. They show respect to each other, have good manners and are courteous to staff and visitors. The inspectors did not witness any low-level disruption in the school.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe, including when online. They are taught how to resolve conflicts and why bullying and extreme behaviour such as racism are not acceptable. Pupils who talked to the inspector felt that there was very little bullying in the school and that staff would deal with any incidents swiftly, effectively and fairly. One pupil stated, 'We have lots of friends here and everyone is very polite to each other.'
- The school's management of pupils' behaviour is highly effective and expectations of behaviour are communicated and reinforced very clearly through the use of the 'Bewbush 5' golden rules. There are a few incidents of poor behaviour, but school records show that any such incidents are responded to very effectively and that the school is improving the behaviour of pupils involved.
- Attendance, including the attendance of pupils eligible for pupil premium funding, has consistently improved over time and is now in line with national expectations. This is because of the school's rigorous attendance policy and success in engaging parents and carers with the school.
- Most parents and carers who expressed an opinion thought that behaviour in the school was well managed and that their children were well looked after. Several offered testimony about how much children's behaviour had been improved by the school.

The leadership and management are good

- The headteacher, senior and middle leaders and governors have brought about rapid

improvements to the school. All staff share the same high aspirations for pupils' learning and achievement. However, pupils' results in Key Stage 2, particularly in reading, remain too low, which is why leadership and management are not outstanding.

- Teaching is scrutinised regularly and accurately by senior and middle leaders and governors. Teachers are set rigorous targets relating to improvements in the quality of teaching and in pupils' results and progress. As a result the quality of teaching has rapidly improved.
- The school's evaluation of its strengths and priorities for development are accurate. Leaders, including middle leaders, understand information on pupils' progress well and use it to inform school and subject targets. Actions designed to improve the school are clearly identified in the school's development plan and several are already showing a positive impact. For example, recent changes to the teaching of phonics have led to improved performance by pupils in the current school year.
- Middle leaders are actively involved in developing other teachers' skills in particular subjects. They have raised teachers' expectations of what can be achieved by pupils in key subjects such as English and mathematics and ensured that teaching is sufficiently challenging.
- Pupil premium funding is spent on a range of measures to promote higher academic standards and on eligible pupils' well-being, such as a breakfast club, a nurture group and extra reading tuition. These measures have led to improvements in attendance, progress and pupils' results.
- Pupils learn a good range of subjects and there is an exciting range of activities on offer after school. Pupils' spiritual, moral, social and cultural development is supported well through the school's valuing of different cultures and celebration of diversity. Pupils are encouraged to share and discuss their beliefs and values and respect those of others. Equality of opportunity is promoted well.
- Sports premium funding is used effectively to develop teachers' skills in teaching physical education, particularly gymnastics. Pupils are given good opportunities to develop their skills in various sports, both in regular lessons and after-school clubs.
- The school ensures that all pupils are safe. It keeps appropriate and up-to-date records of its work in this area and meets statutory requirements.
- The Kenmal Academies Trust has supported the school well. It has contributed training for teachers, and reinforced the headteacher's, governors' and other leaders' high expectations of pupils and teachers.
- A very large majority of parents and carers and all staff who expressed an opinion thought that the school was led and managed well.
- **The governance of the school:**
 - Governors monitor the quality of teaching and achievement of pupils well. They understand information about pupils' progress and results and challenge senior leaders to ensure that teaching and results continue to improve. Governors' decisions about possible pay awards to staff are explicitly linked to consideration of their performance and success in meeting their targets. Governors scrutinise school finances carefully, including the use and results of the sports and pupil premium funding. Their impact on the school's drive for improvement is good. They understand how well The Bewbush Academy compares with other schools nationally.

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

Unique reference number	138050
Local authority	West Sussex
Inspection number	399913

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	530
Appropriate authority	The governing body
Chair	Reg Bates
Headteacher	Elizabeth Harrison
Date of previous school inspection	Not previously inspected
Telephone number	01293 534897
Fax number	01293 538074
Email address	office@bewbush.w-sussex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

