

Bewsey Lodge Primary School

Lodge Lane, Bewsey, Warrington, Cheshire, WA5 0AG

Inspection dates

26–27 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- From starting points which are considerably lower than those expected for their age on entry to the Early Years Foundation Stage, pupils make good progress and reach national standards in reading, writing and mathematics by the end of Year 6.
- Teaching is good overall and some, particularly in Year 6, is outstanding.
- The school provides a wide range of enriched learning opportunities, especially in the use of information and communication technology, art and music. Teaching offers pupils many exciting opportunities to develop their thinking and the ability to work successfully in a team.
- Pupils are happy. They feel very safe and well-cared for. Pupils behave well and get on well with each other. They play an active role in making decisions about the school.
- The school is calm and provides a nurturing environment, particularly for those pupils who attend the specially resourced units. As a result, pupils achieve well from their starting points.
- Due to the concerted efforts of pupils, parents and staff, attendance has improved from previously low levels and is now broadly average.
- Strong and aspirational leadership by the headteacher, supported by an effective governing body and highly committed staff, is a key factor in the school's success. As a result, the school continues to improve.

It is not yet an outstanding school because

- There are inconsistencies in teaching which mean some pupils are not making as much progress as they could.
- Teachers do not always use the information about how well pupils are doing well enough, particularly in writing, to provide activities with the right level of challenge.
- In some instances, when teachers mark work, they do not give clear advice about how pupils can make improvements.
- The presentation of work and the handwriting of some pupils are untidy.
- Plans by leaders do not always provide clear targets and timescales against which the school can measure its progress.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons including two with the headteacher.
- The inspectors also looked at examples of pupils' work and listened to pupils read. They observed the teaching of reading skills and talked to pupils about the books they have enjoyed and those that they were currently reading.
- Meetings were held with two groups of pupils and inspectors spoke to pupils about their work. Inspectors held meetings with two governors. They spoke to a representative of the local authority and met with members of the school staff.
- Inspectors spoke to parents at the start of the school day. They took account of 12 responses to the online questionnaire (Parent View), and 30 responses to staff questionnaires completed during the inspection were also considered.
- Inspectors observed the school's work and looked at a wide range of documentation, including external reviews of the school's work, safeguarding documents, records of current standards and progress, the school development plan and documents relating to pupils' behaviour and attendance. Minutes from governing body meetings and reports produced by the headteacher were also considered.

Inspection team

Lyn Pender, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

David Law

Additional Inspector

Full report

Information about this school

- The number of pupils on roll has risen since the previous inspection. The school is now larger than most other primary schools.
- Most pupils are White British with a small proportion from other heritages. The vast majority of pupils speak English as their home language.
- The proportion of pupils supported through school action is above average. An above-average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- The proportion of pupils known to be eligible for support through pupil premium funding, including those known to be eligible for free school meals, is at least double the national average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- A higher than average proportion of pupils joins the school at other than the normal time.
- The local authority provides additional resources for an eight-place unit in Key Stage 1 for pupils with a number of learning needs. Since the last inspection, the local authority has provided further additional resources for a 10-place unit in Key Stage 2 for pupils with cognitive learning difficulties. Twelve pupils attend this unit at the present time. Pupils attending these units are drawn from across the local authority.
- There have been significant changes to staffing since the last inspection, partly as the result of the rise in the number of pupils on roll and the additional resourced unit in Key Stage 2. Five teachers and seven teaching assistants have joined the staff since the last inspection.
- Significant building work has taken place on the school site since the last inspection. Most of the school is now housed in a new building and the remaining part of the old school has been refurbished.
- The school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A breakfast club and after-school club setting are provided on site by a private provider. This is subject to a separate inspection.
- Bewsey is an 'Eco Green Flag School' and holds the gold award for Investors in People.

What does the school need to do to improve further?

- Raise achievement further by continuing to strengthen the quality of teaching by:
 - providing clearer guidance through marking for pupils about their next steps in learning
 - ensuring that teachers consistently use information about how well pupils are doing to plan activities to provide the right level of challenge, particularly in writing.
- Improve pupils' handwriting and the presentation of their work by developing and consistently applying a whole-school approach to this matter.
- Set clear targets and sharp timescales in school plans so that leaders can check regularly that actions are having a swift and effective impact on school improvement.

Inspection judgements

The achievement of pupils is good

- Children start Nursery with skills that are typically well below those expected for their age. They make good progress in the Early Years Foundation Stage because teaching excites and captures the interest of children well. Adults extend children's knowledge and thinking, rightly placing a strong emphasis on developing language skills. However, by the time they enter Year 1, children's skills are still below and sometimes well below those expected for their age.
- Progress from Year 1 to Year 6 is good overall. In the last two years, the proportion of pupils making and exceeding the amount of progress expected of them in reading, writing and mathematics has been consistently at least in line with that found nationally. As a result, attainment at the end of Key Stage 2 has improved and is in line with the national standards for reading, writing and mathematics.
- A strong focus on reading exists in the school; however, the proportion of pupils reaching the national standard in the phonics check at the end of Year 1 is well below average. This is because pupils often have very low starting points and sometimes they are at a very early stage of learning English or have additional needs. However, an above-average proportion of pupils meet the national standard when they retake the test at the end of Year 2.
- Pupils who are supported at school action, school action plus or have a statement of special educational needs make good progress from their starting points because of the effective additional adult support they receive both in class, in the designated provision classes and in small group work.
- Pupils who speak English as an additional language also make good progress because their needs are met well.
- Test results at the end of Key Stage 2 in 2013 show that the standards reached by pupils supported by the pupil premium funding, most of whom are eligible for free school meals, improve to at least in line with other pupils in the school and similarly to pupils nationally.
- The school promotes equal opportunity well and ensures that all pupils make good progress.

The quality of teaching is good

- School leaders' strong focus on improving the quality of teaching is proving successful. Most teaching is now good and some is outstanding. As a result, pupils are making rapid progress and achievement is now good.
- Children are taught well in the Early Years Foundation Stage. Exciting and imaginative activities are planned, for both indoors and outside, strongly linked to current learning and reflecting children's interests well.
- Pupils' work is marked regularly and some marking is of a very high quality. This is the case in Year 6 where pupils are given very precise guidance about how they can move their work to the next level. However, teachers' marking does not consistently tell pupils what they really need to do to improve their work, and particularly their writing.
- A warm, welcoming and well-organised learning environment exists throughout the school. The profile of reading is extremely high and is reflected in the prominence of the library which forms the central corridor in the new school building. Pupils appreciate the range of books provided for them and read widely, regularly and with enjoyment.
- The excellent relationships that exist in the school are a key factor in helping pupils learn well. Teaching assistants are well trained and make a particularly good contribution to supporting the learning of pupils who are disabled or have special educational needs and those whose circumstances might make them vulnerable.
- Pupils, especially those in the designated provision classes, benefit from good quality, in-class support as well as through individual and small group sessions tailored to meet their specific

needs.

- The weekly creative, learning, arts, sport and performance days, or 'CLASP' days as they are known, motivate and enthuse pupils extremely well and are very popular with pupils and staff alike. The lessons that take place on 'CLASP' days knit together various subjects into topics as well as ensuring that the creative and performance arts are used to practise and extend the skills learnt in other lessons. For example, in a Year 5 lesson, pupils were deciding which fairground rides they would add to the theme park they are creating. This well-planned lesson challenged the thinking of all pupils. It prompted lots of debate and negotiation and ensured that many mathematical skills were practised and developed. All pupils made at least good progress and many did much better than this.
- The new school building offers an exciting and innovative opportunity for pupils to learn in the 4D 'special effects room'. For example, Year 2 experienced the sounds, sights and heat of the jungle while pretending to harvest bananas and learning about the 'Fairtrade' organisation.
- There are occasions when teachers do not use the information about what pupils already know and understand when planning activities. As a result, activities are not always challenging enough to make sure pupils learn as well as they are able. Teachers' expectations about the quality of presentation in pupils' work and handwriting are sometimes not high enough.

The behaviour and safety of pupils are good

- Pupils are very proud of their school and are keen to tell visitors about their work and the opportunities they have. They are particularly keen to talk about the exciting way their teachers organise subjects into themes on 'CLASP' days.
- The behaviour of pupils is good. Pupils are kind to and considerate of each other and adults in the school. They behave very well around school and have good attitudes towards their lessons, particularly those where they feel challenged and are able to play an active role in their learning. However, sometimes pupils produce untidy work and do not take enough care with their handwriting.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe, for example when using the internet. They understand the different kinds of bullying such as cyber- and prejudice-based bullying and say that incidents are rare. If issues do arise, they trust the adults to sort these out quickly.
- School rules are understood by all and pupils think that adults apply these fairly. A few pupils who find it difficult to manage their own behaviour are supported effectively by the adults to achieve this and, as a result, little learning time is lost.
- Pupils play an active role in the life of the school and feel that their contributions are valued. Members of the school council and eco-team contribute well to the decision-making process in the school. For example, pupils look smart and take a pride in the new school uniform which they helped to choose. The 'Bewsey Busy Bees' group help other pupils play happily at playtimes.
- Although attendance levels have been low for several years, during the last two terms attendance has improved and it is now broadly average.

The leadership and management are good

- Staff at Bewsey work as a well-organised and effective team. Under the determined leadership of the headteacher, who is ably supported by the deputy headteacher, the school has addressed all the issues identified in the previous report. Leaders have maintained a focus on raising pupils' achievement throughout the lengthy and disruptive building programme for the new school. The school has improved markedly from satisfactory to good and is well placed to continue to improve.
- Senior and middle leaders make regular checks on the quality of teaching. They make good use of the information they gather to develop the skills of teachers and teaching assistants so that

learning improves.

- The school has a wealth of information about the achievement of its pupils, and leaders meet regularly with teachers to discuss the progress pupils make. This enables swift intervention to be made if pupils begin to fall behind.
- Leaders have an accurate view of the school's strengths. School plans correctly identify the areas that need to improve; however, they do not always contain clear targets and timescales to enable leaders to check quickly and accurately that the actions are having the impact required.
- The curriculum contributes well to pupils' spiritual, moral, social and cultural development. It is vibrant and enriched by a wide range of visits, including residential trips. It closely matches the needs and interests of pupils and provides ample opportunities for pupils to use their basic skills in other subjects. This is particularly true in the case of information and communication technology where pupils have ready access to electronic tablets throughout the school.
- The primary school sports funding has been allocated effectively to provide additional opportunities for pupils to develop their sporting skills and regularly participate in competitive sporting activities as part of the CLASP days. This ensures that pupils remain fit and healthy, and pupils unanimously say they enjoy these activities.
- Parents who spoke to inspectors were overwhelmingly positive about the school and the care it provides for their children. Partnerships with parents are developing well, as can be seen by the ongoing improvement in attendance.
- Since the time of the last inspection, the local authority has provided a range of support for the school. As the school has improved, the support provided by the local authority has rightly decreased and it now receives only 'light touch' support.
- **The governance of the school:**
 - Governors are highly supportive of the school and take their roles and responsibilities very seriously. The governing body is effective and provides a good level of support for the headteacher. Governors understand the school's strengths and where improvements are needed. They have an accurate picture of the school's performance, how well pupils are achieving and the quality and effect of teaching. They are well informed and knowledgeable. Governors ask searching questions of leaders and hold the school to account well. They ensure that the salary progression of teachers is clearly linked to the achievement made by pupils. The governing body regularly checks on the performance of pupils supported by pupil premium funding and ensures the funding is spent wisely. Safeguarding arrangements meet requirements.

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	110971
Local authority	Warrington
Inspection number	431002

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	The governing body
Acting Chair	Jackie Thomason
Headteacher	Emma Wright
Date of previous school inspection	20 June 2012
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