

The Bewbush Academy

Dorsten Place, Bewbush, Crawley, West Sussex RH11 8XW

Inspection dates

22–23 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The recently appointed headteacher, supported by a strong group of senior leaders, has focused on high-quality support for teachers. As a result, the quality of education in the school has improved.
- Governors know the school well, and new governors have helped strengthen the way in which they hold leaders to account.
- There has been a rigorous focus on effective teaching, and pupils' outcomes have risen over the last three years.
- Pupils, including disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities, make strong progress in reading, writing and mathematics throughout the school.
- Pupils' conduct in classrooms and when playing on the playground is good. Instances of poor behaviour are rare. When they do occur, staff manage them well. Leaders' work to reduce the proportion of pupils who have high levels of absence has been successful.
- Effective safeguarding ensures that pupils are safe. All staff have a clear understanding of how to keep pupils safe.
- The curriculum is appropriately broad, and pupils enjoy the wide range of experiences. As a result, pupils are keen to learn.
- Pupils develop a love of reading, and the skills needed to fully understand what they read. The teaching of writing is developing, and pupils apply their writing skills to work in other subjects.
- Pupils' current work shows a continued improvement on previous years. However, pupils who could reach the higher standards are not consistently challenged. They do not always make the progress that they could.
- Leaders recognise the need to provide further training for subject leaders who are new to their role, so that they can contribute fully to improving the quality of teaching and pupils' outcomes.
- While teaching is good, occasionally, other adults in the classroom are not effectively used. This limits the opportunities to deepen pupils' understanding.
- Parents are supportive of the school. They feel that the teachers are 'always there to talk to'. However, some parents feel that they are not informed regularly enough about how well their children are doing.
- Children in the early years learn and play happily together. Most children make good progress and are effectively prepared for their learning in Year 1.

Full report

What does the school need to do to improve further?

- Continue to improve the use of assessment information by leaders and teachers so that:
 - progressively more demanding activities are devised to challenge and deepen the learning of the most able pupils in a wide range of subjects
 - parents regularly receive clear information about how well their children are learning and progressing.
- Ensure that other adults are engaged in supporting pupils' learning in all parts of the lessons.
- Further improve the effectiveness of leadership and management by ensuring that middle leaders can effectively monitor the quality of teaching, learning and outcomes across the curriculum, with the same rigour as in English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Since joining the school in April 2017, the headteacher has, with other senior leaders and governors, driven rapid improvements in the quality of education that pupils across the school receive. As a result, current pupils make strong progress in their learning, and the standards reached in the end of key stage tests have improved.
- Leaders are not complacent. Although improvements have been made, they know that there are aspects of the school's work that could be even better. Leaders and governors have strengthened the school's senior leadership since the previous inspection. However, while a relatively new team of middle leaders is now in place, they do not all have the skills to contribute fully to the drive to improve the quality of teaching and pupils' progress in their subjects or areas of responsibility.
- Teachers who are new to the profession speak extremely positively about the training opportunities that leaders provide. Experienced senior leaders act as mentors to the newer staff, and this ensures that pupils receive good teaching.
- Staff feel valued and respected by leaders. They described the range of initiatives introduced by leaders, such as the new structures for teaching mathematics, and said that these help them to be more effective in their work.
- All groups of pupils now have an equal chance to succeed. For example, leaders take steps to make sure that funding for pupils who have SEN and/or disabilities is used effectively to meet the wide range of needs in the school.
- Although leaders track pupils' progress carefully across the year, they recognise that this could be sharper to secure accelerated progress for the most able pupils.
- The high proportion of disadvantaged pupils in the school means that leaders have had to plan provision carefully so that the additional funding enables this group of pupils to achieve well. Funding has been used for additional staff to carry out specific programmes, further training for staff and pastoral support for pupils.
- The curriculum is developing appropriately so that it enhances pupils' enjoyment and is relevant to their experiences. There are effective opportunities for pupils to apply their reading and writing skills across the curriculum. For example, pupils in Year 6 recorded their research into the human circulatory system in great detail, and their writing on life in Britain during the Second World War reflected their understanding and empathy for how children being evacuated felt. This approach also helps promote pupils' spiritual, moral, social and cultural development well.
- The whole school community is clear that there is no tolerance of any form of discrimination. Pupils talked about the school's rules and values well. Pupils are taught about the different communities and faiths that make up modern Britain and, as a result, they respect each other's ideas and beliefs. Pupils told inspectors that all forms of bullying, including homophobic bullying, are wrong and not tolerated at their school.
- The sports coach who leads pupils' physical education (PE) demonstrates the importance that leaders place on pupils' physical health. The primary PE and sport premium is used well to provide additional training for staff, to improve their skills in

teaching PE. This helps to ensure that the improvements in this area are sustainable.

- Most parents are positive about almost all aspects of the school and know that it is improving under the leadership of the headteacher. One parent noted that their child had 'progressed incredibly well since starting at The Bewbush Academy', and the school had 'always acted promptly' to solve any problems. A small minority of parents, however, feel that more regular information, particularly for pupils as they start in school, would help them to support the school's work to raise standards.
- Directors of the multi-academy trust provide effective support to the school. The impact of this work is evident in senior leadership's sharp focus on improvement and the rising trends in pupils' outcomes.

Governance of the school

- Governance has improved since the previous inspection. Governors have the interests of the whole school at the centre of their work. They support the headteacher and other leaders effectively to further raise standards.
- Directors of the multi-academy trust have supported the local governing body well. They have used recent appointments to improve the level of challenge that governors bring to the school, and to increase their capacity to ask more testing questions of leaders.
- Governors know that pupils' standards are improving through their regular meetings and visits to the school. However, they are clear that this is only the first step in their plan for Bewbush.
- Governors and leaders have utilised funding effectively. They check that additional resources, for example, pupil premium for disadvantaged pupils and funding for pupils who have SEN and/or disabilities, are used effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are aware of the school's procedures for raising concerns about a pupil, should they need to. They are vigilant and well trained on safeguarding matters, such as the 'Prevent' duty and the dangers of female genital mutilation or forced marriage, and understand how to identify changes in pupils' behaviour that may raise concerns.
- There is a culture of safeguarding throughout the school. Leaders' work with external agencies and parents is effective in ensuring that pupils are safe and well cared for. The school's links with individual families, in which pupils live in vulnerable circumstances, are highly effective.
- An overwhelming majority of parents who responded to Ofsted's online questionnaire, Parent View, agree that their children are safe at school and well looked after.

Quality of teaching, learning and assessment

Good

- Since the previous inspection, leaders have worked hard to improve the way in which key subjects are taught across the school. Senior leaders have effectively overhauled the school's assessment systems so that these are easier for teachers to use and understand. Despite changes to the teaching team, leaders have ensured that the improvements in pupils' outcomes have been maintained.
- Typically, classrooms are positive and calm learning environments, where pupils work well with others and approach their activities sensibly. Teachers model their expectations of pupils consistently well, and make clear through the 'steps for success' how pupils can show that they have been successful in the lesson.
- Speaking and listening skills are effectively planned for. Teachers are good role models and, in almost all lessons, pupils are expected to talk about their ideas, views and opinions, which supports their written work when they get down to it.
- Many strategies have been introduced to enable pupils to make better progress. In mathematics, for example, teachers have been trained to ensure that pupils become familiar with key skills before working with written methods and word problems and then use their skills in more challenging problem solving. This means that pupils' work shows the progress they make in applying their learning to real-life problems.
- There are many pupils who speak English as an additional language, with some in the early stages of speaking English. These pupils are taught well. They are given extra support to develop their understanding of new vocabulary and language structure, and catch up quickly. By Year 6, those pupils who have been in the school for some time attain similar outcomes to those of their peers.
- A wide range of children's books is available in classrooms to promote the joy of reading. Pupils told inspectors that they enjoy reading and read regularly both at home and school. Younger pupils read well using their phonics knowledge and skills to read unfamiliar words. Older pupils read with fluency and accuracy, demonstrating a good understanding of the texts they read.
- The teaching of writing is effective. Pupils write in a range of styles and contexts, and for different purposes across the curriculum. Pupils are given good opportunities to use their imagination. For example, Year 1 pupils revelled in writing descriptions of Templeton the rat, from their class's reading book. They clearly enjoyed using complex adjectives such as 'devious' to describe his nature.
- Teachers know each pupil very well, and staff use what they know about pupils' achievements to plan activities to meet their learning needs. However, the most able pupils are not consistently expected to reach the higher standards and to work at greater depth.
- Other adults deliver support in most classes to help learning move swiftly. In many cases this is effective, but there are times when there are a number of adults in the classroom who are underused. This means that some pupils do not benefit from being able to work regularly with an adult or having their learning supported more regularly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school is a happy and friendly place where pupils get on well with others and develop good relationships with adults.
- Pupils said that adults keep them safe in school. Pupils are well looked after and staff are suitably trained to help pupils who are injured or unwell.
- All the staff know the pupils very well. They make sure that the most vulnerable pupils are looked after and monitored so that they are safe and secure. The school's work with families, particularly those whose circumstances are more challenging, is effective.
- Pupils reported that bullying and name-calling are rare, and they are confident that adults would deal with such problems well. The school works hard to provide a wide range of very effective support systems, for example a family liaison worker to help pupils. The curriculum is planned with events such as the anti-bullying week to develop pupils' awareness and ability to keep themselves safe.
- Pupils have been taught how to manage many risks. They understand the risks associated with crossing roads and playing near water. They are clear about some aspects of internet safety but were less sure about why contacts through social media may be a potential risk.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and respond to their teachers positively. Where a few pupils find the demands of learning challenging, they are well managed by adults who are calm and professional and intervene swiftly, so that learning for others is not slowed.
- The school is a calm and orderly place. Pupils enter and leave their lessons sensibly, and, for such a large community, they move around the site safely. They take pride in their school, are eager to show visitors around and play their part in keeping the school's environment clean and tidy.
- In the playground, pupils follow the rules and behave sensibly. There are sufficient activities for pupils to enjoy, including spaces for sitting quietly and areas for ball games.
- The school's records show that incidents of poor behaviour in the classrooms and around the school are declining. When they do occur, leaders are informed and this helps all the staff to be involved in supporting individual pupils and providing strategies to prevent incidents from recurring.
- Leaders' efforts to reduce persistent absence have been successful, and pupils who previously had high rates of absence have improved their attendance.

Outcomes for pupils

Good

- Since the previous inspection, pupils' outcomes have continued to be good. The quality of teaching in reading, writing and mathematics is strong and enables pupils to achieve well.
- Almost half of the cohort at the end of key stage 2, in 2017, had not started at the school at either the Reception or Year 3 admission points. Provisional information suggests that pupils' attainment improved in 2017, continuing the upward trend of the last three years. From their starting points, pupils' progress and attainment in writing and mathematics were broadly the same as that of pupils in other schools. This was less so for reading. Leaders have responded rapidly. Detailed scrutiny of the progress of current pupils shows that progress in reading has improved throughout the school, including for disadvantaged pupils. Pupils are well prepared for the next phase in their education.
- The above-average number of disadvantaged pupils new to the school meant that those leaving Year 6 in 2017 made less progress than other pupils nationally. Assessment information and work in pupils' books show that disadvantaged pupils currently in the school are making better progress in reading, writing and mathematics, which is narrowing the attainment gap with others in the school.
- Most pupils in key stage 1 make effective progress from their starting points. By the end of Year 2, in 2017, the proportion of middle- and higher-attaining pupils achieving the standards expected for their age in reading and mathematics had risen from the previous year, and was just below the national average for writing.
- The teaching of phonics has improved. The 2017 outcomes indicate that the proportion of pupils who achieved the expected standard in the Year 1 phonics screening check continued to increase towards the national average. This was the third year in a row that standards have risen.
- Leaders meet regularly with teachers to review and monitor pupils' progress. The school's assessment information shows that pupils are making good progress throughout the school in reading, writing and mathematics. This is particularly evident for those who have been in the school for their whole primary education.
- Inspectors sampled pupils' books, assessment information and case studies, which showed that pupils who have SEN and/or disabilities have made strong progress since the start of the academic year. They are well supported to meet their individual targets and make progress in line with, and in some year groups better than, other pupils in the school.
- The school's assessment information and the work in pupils' books show that the most able pupils, including those who are disadvantaged, are not routinely challenged across a range of subjects. As a result, they do not always make as much progress as they could, and so do not reach their full potential.

Early years provision

Good

- The leader has an accurate picture of the strengths and areas for improvement in the early years. Together with the headteacher and other senior leaders, she provides effective leadership.
- Most children enter the Reception Year with knowledge, skills and understanding that are much lower than those typical for their age, particularly in communication and language, reading, writing and personal, social and emotional development. The school's information shows that, for the third year, the proportion of pupils who reached the expected standard, in 2017 increased and was broadly the same as that found in most other schools. This means that these children made good progress and were suitably prepared for their learning in Year 1.
- Leaders target additional funding effectively to improve outcomes for disadvantaged children. In 2017, the pupil premium was used to improve children's oral language, and the outcomes for these children improved.
- Teaching is frequently good. Adults encourage discussion, and children are encouraged to speak about their ideas, for example, when they play together on the carpet and talk with their teacher about their drawings.
- The learning environment is appropriately structured, and the resources support children's learning and development soundly. Leaders have clear plans to develop Reception into an even more exciting learning area to match the work already started on the outdoor area.
- Most children are well behaved and remain engaged in learning activities. Staff are skilled at addressing minor disputes sensitively. They teach children the rules, encourage good relationships with their friends and speedily reintegrate them into lessons. Most of the children are caring, eager to please and work, learn and play happily together.
- Adults work closely with external agencies to support children in their learning, and to help those whose circumstances make them more vulnerable.
- Parents and staff enjoy good relationships. Leaders provide workshops for parents, for example, on reading and phonics, to support them to help their children at home. Some parents feel that more regular or timely information from the school would help them to see how well their children have settled and are learning.

School details

Unique reference number	138050
Local authority	West Sussex
Inspection number	10037812

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	577
Appropriate authority	Board of trustees
Chair	Judith Crofts
Headteacher	Christine Dickens
Telephone number	01293 534897
Website	www.bewbush-tkat.org
Email address	office@bewbushacademy.com
Date of previous inspection	8–9 January 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with the Department for Education guidance on what academies should publish.
- The school met the government's floor standards in 2016. These set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics at the end of Year 6.
- This school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for free school meals is well above the national average.
- The proportion of pupils from a minority ethnic background is well above the national average. The proportion of pupils who speak English as an additional language is also

well above the national average.

- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is broadly average.
- The number of pupils who join the school at times other than the normal points of admission is very high and well above that of most schools.
- The school converted to an academy in April 2012 and is sponsored by The Kemnal Academies Trust. Support for leadership and teaching through visits to other TKAT academies have been organised by the Trust.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Inspectors observed some lessons jointly with the school's leaders. An inspector also observed an assembly.
- Pupils' work was looked at in lessons and with the subject leaders for English, mathematics, science and topics. Pupils read to the inspectors, and the inspectors spoke with pupils throughout the inspection to gain their views.
- Inspectors observed pupils' behaviour at breaktime, lunchtime and around the school. They spoke to groups of pupils about their experiences of the school.
- Discussions took place with: the headteacher and other senior and middle leaders; three members of the governing body; teachers at an early stage in their careers and teaching assistants; and two directors of the multi-academy trust. Thirty-four responses to the staff survey were also considered.
- Inspectors spoke informally to parents and carers and considered the 32 responses to Ofsted's online questionnaire, Parent View, and 28 free-text comments.
- A range of documents was reviewed including: the school's self-evaluation summary; action plans for school improvement; records of the monitoring and evaluation of teaching and learning; performance management documents; minutes of the meetings of the governing body; the school's own assessment information; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

David Cousins, lead inspector	Ofsted Inspector
Timothy Rome	Ofsted Inspector
Alan Jenner	Ofsted Inspector

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