

Inspection of Bewsey Lodge Primary School

Lodge Lane, Bewsey, Warrington, Cheshire WA5 0AG

Inspection dates: 5 and 6 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Each morning, pupils arrive enthusiastically at Bewsey Lodge Primary School. They are keen to learn with their friends. Teachers know their pupils well. They provide highly effective support to pupils. Pupils have the confidence and resilience to try new things. They achieve well in all aspects of the curriculum.

Pupils feel happy and safe. They said that adults will check any messages passed on to their class 'worry monster' and sort them out. Pupils feel that bullying is very rare. However, they know that other pupils and staff deal with bullying effectively if it ever happens.

Leaders and teachers have very high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils benefit from a rich academic curriculum that is interwoven with excellent opportunities for pupils' wider personal development. Pupils spoke with pride about the many new talents that they develop throughout the school day.

Pupils' attitudes to learning, and how they engage with their peers, are exceptionally good. Their behaviour is exemplary. Pupils treat each other with mutual respect and understanding. One of the pupils' favourite rewards from their teachers is to help other pupils in the 'Gold' or 'Silver' classes. 'Bewsey Bees' are busy at playtimes making sure that everyone is included in the activities on offer.

What does the school do well and what does it need to do better?

Leaders at Bewsey Lodge School aim very high for their pupils. Leaders are explicit about how they expect things to be done. There is a tangible sense of everyone working together to enable all pupils to achieve highly. Governors check that staff and pupils are supported extremely well. Leaders' engagement with staff and pupils, and their parents and carers, is exceptionally strong. Leaders use this collaboration expertly to bring about further school improvement.

Leaders' plans for the curriculum make it clear what experiences each pupil should have, including for children in the early years. They set out especially well what pupils should learn in each year group in key stages 1 and 2. In the early years, leaders' curriculum plans are also secure in most of the areas of learning. Leaders are in the process of aligning their early years curriculum even more fully to what is being taught in key stages 1 and 2.

Leaders provide excellent ongoing training for staff right across the school. Leaders and other staff reflect carefully on how pupils learn best. They use this information extremely well to enhance pupils' learning. This investment in high-quality staff training helps pupils, especially those with SEND, to achieve well across all areas of the curriculum.

Even though the curriculum is well planned overall, leaders continually look for ways to help pupils learn and remember more. For example, during the ongoing COVID-19 (coronavirus) pandemic, leaders continue to ensure that all pupils maintain high standards of achievement, especially in English and mathematics. Recently, leaders adapted the school day to ensure that pupils get the extra support that they need to catch up quickly, without compromising learning in other subjects. Teachers continue to check carefully what pupils already know across the curriculum. They use this information well to plan what pupils need to learn next.

One of the many successes of leaders' work can be seen in reading. Pupils love to read. This helps them to learn new things. Children begin to learn how to use phonics knowledge in their reading in the Nursery Year. Staff are well trained. They use the school's agreed reading programme consistently well with all pupils, including those with SEND. This means that pupils quickly build up secure reading knowledge, including those in the specially resourced provision for pupils with SEND (specially resourced provision). Teachers make sure that the books that pupils read help them to practise and improve their reading ability. Leaders provide effective support for any pupils who may be struggling.

Most pupils have been at the school since the Nursery Year. They soon settle into school routines. From this point on, teachers foster pupils' positive attitudes to learning. Pupils want to learn. Their excellent behaviour in classrooms and around the school contribute to their strong progress through the curriculum.

Teachers are skilled at identifying children in the early years and other pupils who may have SEND to provide high-quality tailored support for each pupil. Adults benefit from the expertise of staff in the specially resourced provision. Teachers across the school expertly adapt their plans and the learning environment for pupils with SEND. Leaders make sure that all pupils, including those with complex needs, access the same high-quality curriculum. Staff make effective use of resources, such as Leila the school dog, to provide tailored support for pupils when needed. As a result, pupils across the school maintain an excellent focus in lessons.

Pupils are strong advocates of equality of opportunity for all. The experiences that leaders have planned into their curriculum enable pupils to be well prepared for making a positive contribution to their community. Pupils work to improve the environment, for example by encouraging each other to cycle to school. They value democracy and ensure that all views are listened to and considered. They are reflective during prayer times and understand that people have different beliefs and customs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff and governors know how to keep pupils safe. Staff know how to spot pupils who may be at risk of harm. Staff pass on concerns to leaders in a timely manner. Leaders take swift action to ensure that pupils get any

support that they need. Leaders make effective use of other agencies to enhance the strong support that they provide in school. They make sure that vulnerable pupils continue to receive help for as long as it is needed.

Pupils learn how to keep themselves and others safe, including when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of areas of learning in the early years, leaders' curriculum plans do not set out precisely the key knowledge that they expect children to know. This means that leaders miss some opportunities to strengthen the curriculum further in key stages 1 and 2, based on what children know and can do in the early years. Leaders need to ensure that the curriculum in key stages 1 and 2 builds expertly on the foundations laid in the early years so that all pupils excel.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	110971
Local authority	Warrington
Inspection number	10200818
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Acting chair of governing body	Nigel Spencer
Headteacher	Emma Williams
Website	www.bewsey-lodge.eschools.co.uk
Date of previous inspection	27 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school has two specially resourced provisions for pupils with SEND. All pupils in the specially resourced provisions have education, health and care plans. One of the specially resourced provisions is for nine pupils in key stage 1 and/or children in the early years. The other is for nine pupils in key stage 2. One place had recently become vacant at the time of the inspection. Pupils attending these specialist resourced provisions have complex SEND.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors spoke with the headteacher and other leaders in the school, including the special educational needs coordinator. Inspectors spoke with a group of

governors, including the acting chair of governors. They also spoke with a representative of the local authority.

- Inspectors looked at a range of documentation for safeguarding, including: the school's central record of staff and visitors; staff training records; records of safeguarding; and samples of the records kept on individual pupils.
- Inspectors carried out deep dives in early reading, mathematics, geography, music, and art and design. They talked with the curriculum leaders about these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. Inspectors discussed curriculum plans and pupils' work in other curriculum areas, such as history and design and technology.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school.
- Inspectors spoke with groups of pupils about their experiences of school.
- Inspectors looked at the 56 responses to Parent View, Ofsted's online survey, and the 34 free-text responses from parents to find out their views of the school. Inspectors considered the 34 responses to Ofsted's online staff questionnaire and the 42 responses to Ofsted's pupil survey. They also spoke with parents as they dropped their children off at school.

Inspection team

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