

Inspection of Beeston Hill St Luke's Church of England Primary School

Beeston Road, Leeds, West Yorkshire LS11 8ND

Inspection dates: 8 and 9 March 2023

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

This school was last inspected twelve years ago and judged 'outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils in this school show a love for learning. This is a happy and safe place for pupils to learn. There are strong relationships throughout the school. Adults set high expectations through an ambitious and interesting curriculum. Pupils talk positively about the rewards and praise they receive from staff for their hard work, achievement and for making positive behaviour choices. In lessons, pupils behave well. They begin their work quickly and with enthusiasm and enjoyment. Pupils move around school calmly. They are unfailingly polite. Staff embed strong routines for learning in classrooms. These routines help pupils to develop their independence and confidence. Pupils understand bullying. They recognise the difference between bullying and 'falling out'. They have well-placed confidence in leaders to deal with any type of bullying incident if it were to happen.

The small proportion of pupils who need help with their behaviour say that what helps them the most is that they are listened to and cared for by staff. Pupils are kind to each other. Leaders record behaviour incidents and share this information with governors. Leaders miss some opportunities to carefully analyse these behaviour incidents to spot any pupils who may need more help to meet adults' high expectations for pupils' behaviour.

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

Leaders focus on teaching pupils the phonic knowledge they need to become fluent readers. Phonics is taught from the beginning of Reception. The phonics curriculum is precise and builds over time. Staff are trained to teach phonics consistently. Leaders have ensured that there are clear systems for identifying pupils who need help with learning to read. These pupils are given targeted support to help them become fluent readers. However, leaders do not check the phonic knowledge of the small number of pupils who are struggling to read frequently enough to ensure that they are catching up to their peers. Staff promote a love of reading across school. For example, pupils speak with enthusiasm about their daily story times and the range of stories they have the chance to listen to and read.

Leaders are ambitious for what they want pupils to achieve academically. This ambition is reflected in the changes and improvements leaders have made to the curriculum. Leaders have placed significant focus on the foundation subjects. Pupils are enthusiastic about their learning in these subjects. For example, they talk confidently and in detail about their learning in computing and physical education. Pupils with special educational needs and/or disabilities (SEND) are well supported to access the curriculum. Leaders ensure that the needs of pupils with SEND are quickly identified. Teachers deliver a bespoke and personalised curriculum in the resource base for pupils with autism spectrum disorder.

Leaders have recently introduced a new approach to teaching mathematics. They have ensured a consistent approach to the teaching of important mathematical

concepts. Leaders have identified where some pupils have gaps in their learning from earlier parts of the mathematics curriculum. Pupils who need to revisit some aspects of their learning get the support they need to close these gaps. However, leaders do not check frequently enough how quickly these pupils, including children in Reception, are catching up with their peers.

Leaders have given careful and detailed thought to the personal development experiences on offer to pupils. Pupils experience weekly personal, health, social and economic (PSHE) lessons that prepare them well for life outside of and beyond school. Pupils have a strong understanding of the fundamental British values. Leaders are actively working on creating more opportunities for pupils to engage meaningfully with the local community. Pupils understand the importance of mental and physical health.

Staff in the early years ensure children get off to a strong start in their education. Staff quickly introduce routines and expectations that help children to develop their independence, confidence and resilience. Leaders have put communication and high-quality language at the heart of the experiences on offer to children. Staff are skilful in their interactions with children. Leaders have created a curriculum in the early years that is ambitious. Children enjoy their learning and leave Reception well prepared for Year 1.

Governors are knowledgeable about the strengths and areas for development in the school. They are committed to the school's mission and to serving the school community. Governors understand their specific roles in relation to safeguarding and the financial performance of the school. Governors and school leaders work closely together. Governors have established strong systems to assure themselves of the school's effectiveness. Staff feel well supported by leaders. Staff speak consistently about their positivity regarding how the school is moving forward.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have built a culture of safeguarding that is underpinned by strong relationships with the families in the school community. Staff are very aware of local safeguarding risks. Leaders ensure that there is regular and detailed safeguarding training. Staff are clear on how, and when, to report concerns. Leaders act upon these concerns swiftly and effectively. They engage with external professionals, when necessary, to get support for pupils and families. Leaders have given careful thought to ensuring that teachers give pupils the knowledge they need to stay safe. This is done through the PSHE curriculum. For example, pupils have a strong understanding of how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The assessment of reading and mathematics for pupils who are falling behind in their learning is not frequent or detailed enough. As a result, some of these pupils are not catching up quickly enough with their peers. Leaders should ensure that assessment identifies the exact aspect of phonics and mathematics which pupils are finding difficult and that the correct support is put in place to support pupils to catch up quickly.
- Leaders do not analyse behaviour incidents at the level of detail needed to allow them to spot patterns or trends for a small minority of pupils. As a result, some behaviours that are repeated by this small proportion of pupils are not identified as quickly as they could be. Leaders should ensure that their systems for breaking down and analysing behaviour incidents according to type are further refined to help them spot these patterns quickly and put in place, where necessary, further support and curriculum changes.

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.

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	108052
Local authority	Leeds
Inspection number	10229025
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair of governing body	Laura Hodgkinson
Headteacher	Louise Booth
Website	www.bsl.leeds.sch.uk
Date of previous inspection	7 January 2011

Information about this school

- The school is part of the Diocese of Leeds.
- The school has a resource provision for pupils with autistic spectrum disorder.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with senior leaders from across the school.
- Inspectors spoke with members of the governing body, including the chairperson.
- Inspectors carried out deep dives in early reading, mathematics, physical education and computing. For each deep dive, inspectors met with subject

leaders and reviewed curriculum plans. They looked at samples of pupils' work, visited lessons, spoke to teachers and spoke to pupils about their learning.

- Inspectors listened to pupils reading to a familiar adult and met with pupils formally in both same-sex and mixed-gender groups.
- Inspectors considered the views of parents through informal discussions at the beginning and end of the day and through Ofsted's online survey, Ofsted Parent View.
- Inspectors spoke to a representative from the local authority.

Inspection team

Liam Colclough, lead inspector	His Majesty's Inspector
Sarah Gordon	His Majesty's Inspector
Helen Haunch	Ofsted Inspector
Shan Brough Jones	Ofsted Inspector

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