

Inspection of The New Bewerley Community Primary School

Bismarck Drive, Beeston, Leeds, West Yorkshire LS11 6TB

Inspection dates: 20 and 21 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

The New Bewerley Community Primary is more than a school to those who attend here. This school is a caring welcoming hub within the community. A place which values everyone. Leaders have the highest expectations and care for all pupils. However, there is still more work needed to ensure that pupils can attain ambitious outcomes that prepare them well for Year 7 and beyond.

The school's strength lies within its coherent and collaborative approach to developing all adults as leaders. The school's moral purpose is driven by the 5 C's which are collaborate, contribute, commit, create and celebrate. These values permeate throughout the school.

School leaders are proud to show how The New Bewerley Community Primary is a school for everyone, no matter where you come from or who you are. Pupils in the school are curious and polite. They want to learn and are eager to do well. Pupils attend here with a diverse range of special educational needs and/or disabilities (SEND). These needs are met well. Pupils behave well. If a pupil struggles to follow the school's rules, a consistent approach is followed to support and help them make the right choice.

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

The school has taken clear and purposeful action to develop the curriculum. This work is still at an early stage in some subjects. Leaders are determined to continue to develop the learning offer in all subjects, for all pupils. The local authority is supporting the school with this work. In some subjects, such as early reading and art, these improvements have been implemented well. In other areas what pupils need to learn and how teachers deliver this knowledge is less well developed. For example, in mathematics pupils struggle to explain what they have been learning about. The school's approach to checking pupils' understanding of what they are learning is weak.

Children start learning to read as soon as they start in the reception class. Staff know the school's chosen phonics scheme well. Reading books match the sounds that children are familiar with. In key stages 1 and 2 reading takes place daily. Pupils find guided reading sessions enjoyable. Pupils can talk with accuracy about the novels and whole class texts they are reading.

In physical education and art, pupils enjoy new learning. They talk with enthusiasm about what they know and can do. Pupils were excited to share tips and hints on how to improve skills such as passing techniques in netball. However, in most subjects, the school's approach to checking what pupils know and remember is poor. Staff have a limited understanding of any gaps in pupils' knowledge. This prevents meaningful feedback and does not allow adults to pick up any misconceptions and address any gaps in knowledge quickly.

Pupils with SEND receive targeted and appropriate support. This supports all pupils to be able to access the school's full curriculum. Pupils who attend the specialised SEND resource on the school site are an integral part of the school. Pupils interact together at social times and pupils in the specialised resource join their peers to enjoy lessons such as history. There is a clear focus on meeting the needs of pupils with SEND. Staff are knowledgeable and support pupils well.

The school offers pupils a wealth of experiences. Pupils attend art, music, drama, debating clubs and sports activities. The staff and pupils value these opportunities in equal measure. Pupils have the opportunity to become diversity developers. This is just one example of the leadership opportunities that pupils have. The diversity developers, speak to their classmates to understand their ideas, then they share the views of pupils with school leaders. Through this work, they help to shape the school. Art and music performances are part of the fabric of the school. Pupils play musical instruments, sing in the school choir and interact with visiting artists.

Behaviour expectations are clear. These are consistently reinforced by staff. Pupils know if they make poor choices there will be a consequence. Pupils who spoke to the inspectors explained how they check in with other pupils when they are alone or look sad. Pupils feel supported by staff. They know that they can talk to an adult or use the worry box in class if something is bothering them. The school has worked with families to improve attendance. These efforts have not resulted in a sustained improvement in the number of sessions pupils attend. There are a small number of pupils who are persistently absent. This needs to improve.

Early years offers an interesting and stimulating environment in which children can learn. Conversations that children have with adults are rich and meaningful. Pupils explore, investigate and discover new learning through carefully structured play and in the learning environment, as well as in more formal sessions with adults.

Leaders support staff and take effective measures to manage workload. The governing body offers care, challenge and support to the school. Governors work closely with leaders. They spend time in classes, talking to pupils and attending whole school events. Staff appreciate this support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Mathematics teaching is not helping pupils to build their knowledge over time. Pupils do not remember the identified important knowledge in the school's curriculum. The school should ensure that staff receive the support and guidance

needed to guarantee that the mathematics curriculum is implemented well so that it meets the needs of all pupils.

- How the school checks on what pupils know and remember in different subjects is inconsistent. Gaps in pupils' knowledge are not addressed in a timely manner. The school must ensure that clear processes are established in all lessons so that any gaps in pupils' knowledge are identified and addressed effectively.
- The levels of persistent absence at school are too high. This is showing little signs of improvement. This means that pupils are missing important time in school. The school must work closely with families and other agencies to ensure that any procedures to promote and improve attendance are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121791
Local authority	Leeds
Inspection number	10255717
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	The governing body
Chair of governing body (Co-chairs)	Neil Rhodes and Nothabo Change-Dube
Headteacher	Juli Aldwinkle
Website	www.newbewerley.leeds.sch.uk
Date(s) of previous inspection	28 February – 5 March 2018, under section 5 of the Education Act 2005

Information about this school

- There have been changes to the school's leadership since the previous graded inspection.
- The school makes use of one alternative education provider. A small number of pupils attend Reach.
- The school has an onsite specially resourced provision for pupils with SEND. Pupils with hearing impairment, speech language and communication needs, autism and behaviour, emotional and social difficulty attend.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision. This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders. They met with representatives of the governing body and the local education authority.
- The inspection team completed deep dives in early reading, mathematics, art and physical education. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector/inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a wide range of documentation. This included the school development plan, leaders' self-evaluation documentation, minutes from meetings of the governing body.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Richard Jones, lead inspector	His Majesty's Inspector
Sam O'Brien	Ofsted Inspector
Jo Buckley	Ofsted Inspector
Nick Coates	Ofsted Inspector

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