



Bewsey Lodge Primary School

Inspection Report

Unique Reference Number 110971
LEA Warrington
Inspection number 278561
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector Mr Terry McDermott CfBT Lead Inspector

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

Type of school	Primary	School address	Lodge Lane
School category	Community		Bewsey
Age range of pupils	3 to 11		Warrington, Cheshire WA5 0AG
Gender of pupils	Mixed	Telephone number	01925 632 730
Number on roll	241	Fax number	01925 444 351
Appropriate authority	The governing body	Chair of governors	Mr D Barlow
Date of previous inspection	6 March 2000	Headteacher	Mr M Hare

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Bewsey Lodge is an average sized primary school for pupils aged 3 to 11. The number of pupils eligible for free school meals is above average, the number of pupils with learning difficulties and/or disabilities is average. Children start in the nursery with poor standards. The school has a stable staff, but the number of pupils entering in Key Stage 2 negatively impacts on pupils' overall achievement. It serves an area of significant social and economic deprivation. Within the school is a Development Centre catering for 10 pupils with statements of special educational needs, at Key Stage 1 and from across Warrington.

There has been a change of headship since the last inspection. The school is led by an interim headteacher.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Bewsey Lodge is a good school. It modestly evaluates its own effectiveness as satisfactory. It has a very distinctive and attractive atmosphere, which supports a wide range of learning opportunities within the classroom. By working effectively in partnership with the local authority and with parents, it has sustained its very inclusive ethos to ensure that all groups of pupils, including those with learning difficulties and/or disabilities and those who are gifted and talented, are able to achieve well. An outstanding example of this is seen within the Development Centre, a resourced provision for children with a statement of special educational needs between the ages of four and 7 years. Pupils' personal development is good. Relationships are good and pupils behave well and are polite and friendly. The leadership and management are satisfactory.

The interim headteacher knows the strengths and weaknesses of the school well and has worked hard to maintain the caring and orderly ethos of the school. However, there has been no permanent headteacher for almost a year. The appointment of a headteacher needs to be secured as soon as possible. The subject leaders are effective in the management of their responsibilities and plan well for improvement but better use could be made of the interpretation of data to plan more precise objectives for improvement. The quality of teaching and learning is consistently good. Children enter the Foundation Stage with poor skills but because of the good teaching and provision made for them achieve well and most attain standards nationally expected by the time the end of their reception year. Pupils continue to make good progress in Years 2 to 6 because teachers generally plan lessons well. However, some pupils could make better progress if they were set individual targets and better informed about their next learning steps. The school has made satisfactory progress since the last inspection and has good capacity to improve further. The school gives good value for money.

What the school should do to improve further

Raise standards further by:

- taking the necessary steps to secure its leadership
- further improve teaching and learning by using assessment information to set specific targets for individual pupils
- ensure that pupils know what to do to reach the next level of their work.

Achievement and standards

Grade: 2

Children enter the Foundation Stage of education well below the nationally standards expected for children of this age. They achieve well in the nursery and reception classes and most attain the expected standards by the time they leave reception. By the end of Key Stage 1, pupils have made good progress to an average standard, in reading, writing and mathematics. Validated data on the performance of pupils in the national

tests at the end of Key Stage 2 indicate that standards are average overall. Analysis of these test results indicates that overall achievement is satisfactory, but this does not give an accurate enough picture of the effect of individual pupils moving into and out of the school in Key Stage 2. The school sets itself challenging targets based on aggregated data from the previous attainment of its pupils, but it is only beginning to use this same information to set targets for individual pupils. There is still some way to go.

A significant factor in helping pupils to make good progress overall is the very supportive ethos found throughout the school. Teachers challenge the pupils well, but always celebrate the achievements pupils make. The well cared for environment for learning is enhanced by the plethora of examples of their own work which pupils can see on display everywhere in the school.

All pupils admitted to the Development Centre have statements of educational need; these include autistic spectrum disorders, and moderate and specific learning difficulties. The majority of pupils also have speech, language and communication difficulties. By the end of Key Stage 1 they have made very good progress. Many are successfully integrated into mainstream education.

Personal development and well-being

Grade: 2

The school evaluates the personal development and well-being of pupils as good. This is accurate. Pupils are well behaved, motivated and enthusiastic, and they are friendly yet respectful towards adults and each other. They enjoy all aspects of school life and are proud of their achievements. The school's thorough and effective strategies to celebrate and reward good attendance, have successfully raised attendance to a level very close to the national average.

The well organised school council has been effective in improving playground resources and is closely involved in the school's pursuit of the Healthy Schools Award. However, opportunities for pupils to engage in different activities in the playground remain limited. Pupils are encouraged to show initiative and work independently and are also given many opportunities to work in teams.

Spiritual, moral, social and cultural development is good. Teaching about different religions and citizenship is reinforced in assemblies and through striking displays of pupils' work. There are regular visits from representatives of different religious faiths. Pupils benefit from a planned programme of visits such as that to the Warrington Peace Centre, which raise their awareness and self-esteem.

The school is committed to promoting healthy lifestyles and has increased the provision of physical education for all pupils to two lessons per week.

Pupils in the development centre have very good attitudes to their work and thoroughly enjoy all their activities. The needs of pupils with emotional, social and behavioural difficulties are met extremely well.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall throughout the Foundation Stage and both key stages, reflecting the school's own evaluation. Very good relationships form a secure foundation to enable all pupils to reach at least satisfactory standards. Teachers have very well managed classrooms and plan lessons well. Their explanations and instructions make clear what pupils need to do. Routines are well established and pupils follow them, thus ensuring that little time is lost, and that learning is good. Throughout the school there are common strategies and rewards, which effectively encourage good behaviour and attention. Teachers share the ideas of colleagues to improve their own practice.

Teachers track pupils' progress regularly and establish group targets. However, these need further refinement in order to ensure that individual pupils understand what they need to do to improve. In the best lessons, different tasks are given to pupils of different abilities, helping all pupils to achieve well. Effective teaching assistants support groups and individuals well.

The quality of teaching and learning within the Development Centre is outstanding. Teaching is very tightly structured to match the needs of the pupils, both educationally and emotionally. The very well prepared individual and group activities promote their learning exceptionally well, particularly in the areas of communication and language. Teachers and support assistants have an excellent understanding of how far children have progressed, and what they need to do next.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, as the school states. It matches the needs of the pupils. It is broad and balanced, and all statutory requirements are met. Work in the classrooms is enriched by opportunities to take part in educational visits. These have included visits to local museums and places of educational interest. Focused weeks are arranged covering areas such as creative arts. Residential visits to Delamere Forest and Winmarleigh for pupils in Key Stage 2 are planned. At the time of the inspection the range of extracurricular activities available to pupils was limited to mainly sporting activities. The school acknowledges the concerns of both pupils and parents that these should be extended to include both a wider range of activities, and the involvement of a greater number of pupils. There are good links with many local organisations, and pupils take part in community activities, such as 'Playing for Success' organised by Warrington Wolves Rugby League Club. Provision for pupils with learning difficulties and/or disabilities is good. Pupils are encouraged to adopt healthy life styles through eating healthy snacks and the availability of drinking water. The school council has worked with the kitchen staff to provide healthy options at lunchtime.

The curriculum available to the pupils attending the Development Centre matches their needs extremely well. It is broad, balance and enriched. Careful record keeping ensures that children's development is kept on track and all individual needs are met.

Care, guidance and support

Grade: 3

The care, guidance and support the school provides are satisfactory overall.

The school gives the welfare of its pupils the highest priority. Staff have worked hard to make the interior of the building attractive and stimulating. Pupils feel safe and are aware of who they can turn to for help and support. They have many opportunities to air their views, and to discuss issues and concerns. Links with parents are good, and many have expressed their great satisfaction with the pastoral work of the school. Pupils with LDD are well provided for and closely supported. The school identifies its vulnerable pupils quickly and accurately, and has very good child protection arrangements in place. Risk assessments are undertaken regularly and thoroughly.

The school's arrangements for assessing, tracking and target setting are inadequate for its older pupils. They are not sufficiently involved in measuring their own learning and would benefit from individual targets in mathematics and English directly linked to National Curriculum levels, so that they know what to do to improve.

Leadership and management

Grade: 3

Inspectors agree with the school's evaluation that leadership and management are satisfactory. The school has been officially without a permanent headteacher for almost a year. The school improvement plan lacks detail and does not give a clear enough vision of where the school is going.

The interim headteacher has a clear understanding of the strengths and weaknesses of the school. He has successfully maintained the ethos of the school and has empowered effective middle managers to sustain the quality of education provided. Relationships are good and there is a strong sense of commitment to meeting the needs of individual children. The school runs smoothly and is an attractive, orderly and welcoming place. Leadership responsibility is shared among key members of staff, and effective leadership of subjects is addressing the significant issues caused by the mobility of pupils, particularly in Key Stage 2. Leaders monitor the quality of teaching and learning regularly, using recognised national criteria. They evaluate the work of the school well and produce a considerable quantity of information on children's performance. However, the leadership team does not yet make sufficient use of the information it gathers to raise standards. This is an inclusive school, which successfully promotes a sense of pride in all of its pupils. The parents speak highly of its work. Governors are very supportive and are actively involved in the life of the school. They are well informed about the aspects the school is seeking to develop. The newly elected chair, an additional governor, has very extensive and current experience.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we came to your school. What an attractive place in which to learn! We really enjoyed our visit and we very impressed with your good manners and helpfulness, and how well you behave.

Here are some of the other things that we really liked about your school.

Your teachers all make sure that you can learn a lot, and they are very good at helping you to get on well together. They put lots of your work on display, so that you, and visitors like us, can all see how well each of you has done. The school encourages you to come every day, so that you can learn more things about the world.

We also liked the sensible way in which you are working with other adults on healthy eating at dinner times and on improving your own playground.

We think you could learn even more, if your teachers told you more clearly what you could do to make your work even better.

We think that Mr Hare has worked really hard since he arrived a year ago, and we hope that the school will find someone as good as him to be the headteacher next year.

Thank you once again for helping us to see how well you get on in your school.

Good luck and keep working hard!