



# Beechwood Primary School

## Inspection Report

**Unique Reference Number** 107920  
**Local Authority** Leeds  
**Inspection number** 287957  
**Inspection dates** 25–26 January 2007  
**Reporting inspector** Ross Parker

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

<b>Type of school</b>	Primary	<b>School address</b>	Kentmere Avenue
<b>School category</b>	Community		Seacroft, Leeds
<b>Age range of pupils</b>	3–11		West Yorkshire LS14 6QB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 2930250
<b>Number on roll (school)</b>	402	<b>Fax number</b>	0113 2930249
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Tom Clarke
		<b>Headteacher</b>	Mr J Beckett
<b>Date of previous school inspection</b>	14 January 2002		

<b>Age group</b> 3–11	<b>Inspection dates</b> 25–26 January 2007	<b>Inspection number</b> 287957
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school has reduced in size recently, but is still bigger than most primary schools. It is set in an area of social disadvantage and this is reflected in the high proportion of pupils entitled to free school meals. A higher than average proportion of pupils has learning difficulties and/or disabilities. Almost all of the pupils are from White British backgrounds and all but a few have English as their first language.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Beechwood Primary School provides a good standard of education because of the outstanding direction by the headteacher and deputy headteacher. They have led a programme of steady improvement, founded on rigorous self-evaluation. They started by reducing challenging behaviour. They then established a stable teaching team in order to maintain an improving trend of achievement. Provision and standards in the Foundation Stage are good and the school gives good value for money.

Children arrive at the school with attainment well below expectations for their age. The good teaching in the Foundation Stage provides a secure basis for future learning. Achievement and personal development are good for all pupils, including those who face barriers to learning. They progress well to gain broadly average levels by the end of Year 6. Attitudes to learning are good because adults manage behaviour sensitively and boundaries are clear. Consequently, the school has created a climate where pupils are safe and feel secure. Parental support for learning is not well developed and attendance is still poor in the Foundation Stage.

Pupils enjoy their time in school and their spiritual, moral, social and cultural development is good. This shows not only in their good behaviour but also in their support for each other and for others who are less fortunate. They are well aware of what they need to do to stay healthy and they readily participate in day-to-day play and extra-curricular sports. They have good opportunities to begin to prepare for economic prosperity. There is a strong emphasis on basic skills, collaboration and independence. Pupils use information and communication technology adequately as a learning tool.

Middle managers and governors provide effective support for the headteacher and demonstrate good capacity for further improvement. They make very good use of outdated buildings. Their collaborative approach to planning has created a curriculum which engages pupils' interests well and issues from the previous inspection have been dealt with effectively. Pastoral care and support for pupils with learning difficulties and/or disabilities are outstanding. Teaching is good. The best teaching responds well to the different learning needs of individual pupils, but this is not yet consistent and the more able pupils need more challenge. Teachers assess pupils' work carefully and give them clear feedback about how well they have done. However, pupils do not have enough opportunities to judge the quality of their own work or that of other pupils.

### What the school should do to improve further

- Improve the consistency of teaching by ensuring that all teachers match the very best practice, particularly by enabling pupils to evaluate their own work.
- Adapt the range of activities in lessons to match individual pupils' most effective learning styles, particularly for the more able pupils.
- Develop the partnership with parents to support pupils' attendance and learning more effectively.

## **Achievement and standards**

### **Grade: 2**

Pupils enter the Nursery with skills well below those expected for their age, particularly in communication, language and literacy. However, as a result of effective teaching throughout the school pupils make good progress. There has been a clear trend of improvement in the last four years, with pupils making better progress. The test results for Year 6 in 2006 show that standards reached were broadly average. The rate of progress made by these pupils was in the top 10% of schools nationally. The school's data on current pupils' progress suggests that the improvement is being maintained.

Achievement of all pupils is good overall. Boys have made better progress recently than boys do nationally. The school has noted that the more able pupils make appropriate progress but this could be improved further. They are now adapting the curriculum to provide even higher levels of challenge for them.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils behave well because teachers show clear respect for them and make great efforts to make learning enjoyable. As a result, the school has successfully created its own climate where pupils are generally shielded from outside distractions. Social, moral, and spiritual and development is good. Pupils' social and moral development shows in their collaboration, the atmosphere around corridors and the way pupils concentrate in class. Their good spiritual development shows in pupils' consideration for others, their exploration of belief systems in religious education and their pride in raising funds for charities. Their cultural development is satisfactory and the school works hard to counter their limited experience in this area. Pupils are safe and well aware of the precautions and supervision that are there to protect them. They make a good contribution to the local, national and global community as school council members and playground buddies, and through their support for a school in Nicaragua. Attendance has improved and is now average overall but remains poor in the Nursery.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school judges teaching to be good and inspectors agree. Teachers create good relationships and a positive climate for learning. They plan effectively with support staff to ensure that pupils, including those who face barriers to learning, can progress well. Pupils are confident to learn because teachers explain what they need to do very clearly. They are keen to learn because teachers have high expectations and make the work interesting and challenging. Teachers make good use of the electronic whiteboards and fun activities such as multiplication bingo to build pupils' enthusiasm. In the best

lessons, teachers match the tasks to meet each individual pupil's learning needs. They make particularly good use of questioning to draw pupils into the activity, acknowledge their independent thinking, and promote higher-level skills. There are good opportunities for pupils to discuss what they are learning and this makes them confident to talk when all of the class is working together. This practice is not consistent in all years.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Collaborative planning by teachers improves the range of learning approaches as well as ensuring consistency for all pupils. The thematic approach, such as projects on India and the rainforest, makes it easier for pupils to see the point of a wide range of tasks, from Internet research to writing myths and arguments. Basic skills are well integrated into other subjects so that they are re-enforced with regular practical applications. Additional initiatives such as booster classes leading up to national tests have a clear impact on standards, particularly in science. The school is working to provide more challenge for the highest attainers.

Provision for pupils' personal development is good. The wide range of extra-curricular activities and visits helps to promote healthy lifestyles and to broaden pupils' understanding of the world beyond their immediate area. Opportunities to visit places such as local mosques and synagogues or other nearby areas which reflect Britain's cultural diversity are not as readily available as they are in some other schools.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good overall. Pastoral care is outstanding and has a strong impact on the personal development of the pupils. It underpins their sense of security and well-being. Pupils feel safe and well cared for. 'All the staff look after you and make sure you're alright,' said one. Pupils know the rare instances of bullying will be dealt with efficiently. The learning mentor provides effective support. Those with learning difficulties and/or disabilities and those who speak English as an additional language are very well supported, enabling them to achieve as well as their classmates. The school has outstanding partnerships with support agencies to promote the children's well-being.

Support and guidance for academic development are good. Staff are skilled at letting pupils know how they are doing and what they need to do to improve. The quality of marking is good. All pupils have individual targets to help them perform better. Older pupils know what they need to do to reach the next level, for example, in writing. Pupils aspire to do well, showing a good understanding of their targets and how to improve their own learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. There have been substantial improvements in behaviour, the curriculum and the effectiveness of teaching and learning over recent years. Behind this improvement lies the excellent leadership and management of the headteacher and his deputy headteacher. They provide clear direction and support. Self-evaluation is very strong and accurately identifies the key areas for improvement. The headteacher and deputy headteacher work closely with enthusiastic and committed staff to develop leadership and management skills throughout the school. They provide very effective support so that staff with responsibilities can perform their delegated roles as well as giving firm and consistent support for behaviour management. The governing body's carefully organised committee structure provides good support and challenge for the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you all for the friendly welcome you gave us when we came to visit your school recently. We really enjoyed meeting you and having the chance to talk to you. We believe that your school gives you a good education.

Here are some of the good things about your school.

We were impressed by your behaviour and by the way you get on with each other. The grownups know you very well and take extremely good care of you and there is lots of extra help if you find the work hard. The teachers work very hard to make sure you enjoy your work and get on well in lessons. This means that you are able to make good progress and results in tests keep improving. The headteacher and teachers work very hard to make sure that the school keeps on getting better.

What we have asked the school to do to make it even better.

The school now needs to make all the teaching as good as it is in the very best lessons. Teachers are going to give you more opportunities to check your own work so that you will get a better idea about how well you are doing. They are going to find ways of planning activities that really suit different individuals in each class, so that you can all make as much progress as possible. The school is also going to try to build better links with your parents so they can help you with your learning and make sure that you attend school all of the time.

Best wishes for the future.