



The New Bewerley Primary School

Inspection Report

Unique Reference Number 121791
Local Authority Leeds
Inspection number 292218
Inspection dates 11–12 September 2006
Reporting inspector Linda Murphy

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

Type of school	Primary	School address	Beeston Road
School category	Community		Beeston, Leeds
Age range of pupils	3–11		West Yorkshire LS11 8ND
Gender of pupils	Mixed	Telephone number	0113 271 7259
Number on roll (school)	293	Fax number	0113 270 3018
Appropriate authority	The governing body	Chair	Mr J Morton
		Headteacher	Mr Patrick Wilkins
Date of previous school inspection	Not previously inspected		

Age group	Inspection dates	Inspection number
3–11	11–12 September 2006	292218

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This new school was formed in September 2005 to replace two other local schools. It serves an area of regeneration and many children join and leave throughout the year. More than half of the pupils are eligible for free school meals which reflects some low incomes in the area. The proportion of pupils with learning difficulties is high. About a third of pupils are from a wide range of heritages other than White British. These include Traveller children, asylum seekers, refugees and children of migrant workers. Some are at an early stage of learning English as an additional language. The school provides child care before and after school and in holidays, a breakfast club and learning opportunities for families. It works closely with the Children Centre in the same building and in partnership with a local special school so that it can share in the education of pupils with severe and profound learning difficulties. The school is due to move into newly built accommodation in October 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This satisfactory school is an improving school. It values and includes all pupils equally. Parents are glad they chose this school for their children because it cares well for its pupils and gives them growing confidence. It successfully places great importance on its work with the local community to benefit the pupils and to build a school community where individuals count.

Strategic planning is of good quality. The go-ahead leadership of the headteacher is a driving force in the successful establishment of this new school and in the planned move to the new accommodation. As one parent commented, the headteacher has 'successfully integrated two very different schools into a new and united school to which the children are proud to belong'. Good groundwork by the senior leadership team has done much to help set up secure systems to serve the pupils' needs and raise standards. These arrangements have yet to embed. For example, the satisfactory curriculum is still developing because the school is making sure that it meets the needs of all its pupils. Leadership is satisfactory overall because most teams, including the governing body, are still establishing themselves: the impact of their work on standards has yet to be fully realized. The school knows its own strengths and weaknesses and priorities are soundly rooted in accurate self-evaluation.

The frequent coming and going of pupils from other countries and other schools is managed well so that all pupils make similar progress. Pupils' achievement is satisfactory in Years 1 to 6 and closely links with the quality of teaching. In the Reception Year pupils' achievement is good because this has been a successful focus of the school's recent work. Nonetheless, standards are below average across the school. Although pupils are encouraged to 'aim high - and let the world be their oyster' there is some way to go to raise standards.

The help and encouragement for pupils comes in many layers and is already part and parcel of school life. Pastoral care is good. For example, many pupils attend the breakfast club which has a positive influence on their readiness to learn at the start of the school day. Guidance for learning is satisfactory. It has been a huge job for the school to build up information about the attainment of individuals. Staff make suitable use of what information there is to set targets for groups and individuals but pupils are not yet clear enough about what they need to do to get better at English and mathematics.

Pupils' achievements are celebrated in many ways. This reflects the positive and caring culture being established. Pupils' behaviour and attitudes are good and they are generally eager to learn. Those who attend regularly enjoy school but not all attend daily despite the staff's best efforts. As a result, the progress of this group of pupils is adversely affected.

The school has an open and sensitive approach to the variety of pupils' family circumstances. It has integrated its work well with day-care provision managed by other agencies. The school has demonstrated a sound capacity to improve and to continue this process: it provides satisfactory value for money.

What the school should do to improve further

- Improve standards in English and mathematics so that they are at the national average or higher.
- Improve pupils' attendance so that it is at a similar rate to that found nationally.

Achievement and standards

Grade: 3

Most children enter Reception Year with exceptionally low skills and attainment. Pupils in the Foundation Stage achieve well as a result of good teaching and early intervention to support speaking, listening and literacy in particular. Children from the special school with which this school has formed a close relationship are fully integrated and make good progress. In Years 1 to 6 all groups of pupils, including those with learning difficulties, those who enter mid-way through their primary education, and those learning English as an additional language make satisfactory progress. Even so, by the end of Year 6 standards are below average although growing closer to those expected nationally. Standards have been adversely affected by the many changes caused by the closure of the two local schools and the opening of the new school. The good progress in the Reception Year has not yet worked its way into later years. The school has actively concentrated on improving reading for all pupils through a range of methods which include extra classes and well deployed learning support assistants. This gives a good basis for pupils' further achievement.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good because the school makes the most of being part of a richly varied community. Pupils show respect for others, behave well and have positive attitudes to their work and play. They are happy and purposeful. Pupils express confidence in their teachers and feel safe in school. They have a good understanding of healthy lifestyles, the importance of keeping safe and how to play a positive part in their school and wider communities. Good partnership with parents successfully helped to raise attendance last year: even so, it is still below average. A moderate level of exclusion last year reflects the determination and collective will of staff to ensure from the outset that pupils behave well and that parents are accountable for their children's behaviour. This has successfully eradicated incidents of poor behaviour so all pupils can get on with their learning. Pupils work hard to gain awards and their good behaviour is celebrated.

Quality of provision

Teaching and learning

Grade: 3

Common features of the overall satisfactory teaching include a clear focus and detailed planning for each lesson or parts of lessons, the full involvement of learning support staff in pupils' learning and generally a match of work to pupils' needs through satisfactory assessment. This means that all groups of pupils including Travellers have the help they need to get on with developing a range of skills, understanding new ideas and building up their knowledge. Pupils respond well to the good management of their behaviour. Blossoming attitudes towards their learning mean that pupils are ready to learn, look forward to their tasks and take pride in their endeavours. The pace of learning is at times held back. For example, when faster learners complete a task there is sometimes insufficient extra challenge to move them on quickly in their learning.

Curriculum and other activities

Grade: 3

Literacy is at the heart of the curriculum. Because the school is new it is building up its curricular planning term by term so that it meets the needs of the mixed age group classes. The curriculum is responsive to pupils' interests and makes the most of local opportunities as well as visits to and visitors from further a field. It is lively, practical and matches the needs of the different groups of pupils. One parent explained that it is 'fun and rewarding' and pupils agree. Creativity is celebrated and encouraged through such activities as the 'arts week' when artists, musicians and poets contribute well to pupils' learning. A good range of extra-curricular activities gives pupils many opportunities, particularly in the arts and sport.

Care, guidance and support

Grade: 2

The care given by adults in school helps create a climate in which pupils flourish personally, have equal opportunities and are ready to improve academically.

The system of rewards and sanctions is effective because it is fair, consistent and well understood by pupils and it has the support of parents. The school environment protects pupils well and secures their personal development and well-being. Guidance to help pupils understand how well they are doing in literacy and numeracy is satisfactory. It is developing but is not yet consistent across the school.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some good features. A strong feature is the work of the headteacher and senior leadership team who provide a clear vision for the school community. The leadership team has concentrated on establishing a positive ethos and an inclusive learning environment, while at the same time preparing to move to new accommodation. The success of these priorities can be seen in pupils' good attitudes to learning, improving behaviour and the establishment of a safe learning haven. Staff are positively engaged in school improvement and focus on raising standards. The newly formed learning teams are integral to this. Governance is satisfactory. Governors have appropriate structures in place and are developing their role as critical friend. The school now has all the necessary systems and procedures in place for further improvement to raise pupils' achievement and standards.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	3

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 very much for the very friendly welcome you gave the inspection team when we inspected your school. We found that The New Bewerley Primary School has some good aspects and also some areas to improve so overall we agree that it gives you a satisfactory education and is a school to be proud of.

The best things are that you are all given equal chances to do well and the school has lots of links with other people so that extra help is always available for you and your families. Your headteacher has good ideas about how to make your school even better and is helped by teams of grown ups to make this a safe and happy place to be. Because of this you know how to keep safe and healthy and behave well. You enjoy school including in the extra clubs and activities. Children in the Reception class do especially well.

The teachers and your headteacher have worked hard to make your school part of the community. What they need to do now is:

- help you get better at English and maths
- work with your families to improve attendance.

You can all help by working hard, and your families can help by ensuring you come to school every day.