

# Bewsey Lodge Primary School

## Inspection report

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<b>Unique Reference Number</b>	110971
<b>Local Authority</b>	Warrington
<b>Inspection number</b>	325264
<b>Inspection dates</b>	19–20 November 2008
<b>Reporting inspector</b>	Philip Martin

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	241
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Angela Molyneux
<b>Headteacher</b>	Mrs Amanda Casey
<b>Date of previous school inspection</b>	21 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lodge Lane Bewsey Warrington Cheshire WA5 0AG
<b>Telephone number</b>	01925 632 730
<b>Fax number</b>	01925 444 351

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<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 November 2008
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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. Most pupils come from the immediate locality. The school makes provision for children in the Early Years Foundation Stage. The proportion of pupils eligible for free school meals is above average. The proportion of pupils with learning difficulties and/or disabilities is also above average as is the proportion of pupils with statements of special educational need. The school's Development Centre caters for seven Key Stage 1 pupils with statements of special educational need from across Warrington. Most pupils are of White British heritage and a small number come from a range of other backgrounds. Very few pupils are at an early stage of learning English as an additional language. The headteacher took up post in April 2006. The school has the Activemark, Silver Eco-Status, International Schools Status and Silver Sing-up Status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement. The school provides inadequate value for money.

At the time of the previous inspection, the school was judged to be good. It has not taken effective steps to maintain or improve its effectiveness since that time, partly because the school has undergone a recent period of turbulence and staffing difficulties. The headteacher, in conjunction with the local authority, has begun to implement a range of improvements. These have included improving the school's accommodation to make it a pleasant place in which to work and learn. Although staffing difficulties are being tackled robustly and the school is beginning to find itself in a position to make further improvements, there is still much to do.

Children in the EYFS get off to a good start but pupils in Key Stages 1 and 2 do not achieve well enough because of inadequate teaching. Too many teachers fail to set work that meets the needs of all pupils. Consequently, standards are exceptionally low, particularly in English, mathematics and science, and pupils' achievement is inadequate. Some improvements in the quality of teaching are evident but these are too recent to have made the required impact on pupils' learning. Pupils in the Development Centre are supported effectively so they make satisfactory progress.

Leadership and management are inadequate. The developing leadership team is fully committed to improving the school, focusing on raising achievement and standards. However, it does not have all of the skills necessary to monitor, implement and evaluate accurately what needs to be done to secure consistent, coherent and substantial improvement. The local authority is offering guidance to improve this. The governing body is also aware of the school's shortcomings and has a clear expectation that it will do better. However, it is failing to meet statutory requirements in promoting equal opportunities. Regular checks are made on the quality of teaching and learning but these are not always rigorous enough in their analyses. These weaknesses demonstrate that the school's capacity to make further improvement is inadequate.

Despite the challenges faced by the school, including raising pupils' attendance which is below average, pupils' personal development and well-being are satisfactory. Pupils know how to keep safe and lead healthy lifestyles and enjoy school. Pupils' good behaviour is promoted successfully by clearly understood expectations of how they should get on with each other. Overall, the curriculum is satisfactory and planned to meet pupils' needs. However, inadequate teaching leads to pupils with literacy and numeracy skills that are insufficient to support future learning or make a positive enough contribution to work-related skills.

Parents have positive views of the school. The overwhelming majority of parents who completed the questionnaire agree that their children enjoy school, although a few have concerns that their views are not always listened to. The school has useful links with outside bodies and agencies that help to ensure pupils are cared for and supported satisfactorily.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The Early Years Foundation Stage is a strength of the school. Children start in the Nursery class with skills considerably below those expected at that age. Their communication, language and literacy skills and personal, social and emotional development are also particularly low. Although their skills are still below age-related expectations by the time they leave the Early Years Foundation Stage, they make good progress, particularly in their personal, social and emotional development. The quality of leadership and management is good and ensures that staff and resources are used well for the benefit of all children. The school draws well on the support of other agencies to ensure that all children's needs are met. Children with learning difficulties and/or disabilities make good progress as do those who do not speak English at home. Staff assess children's needs accurately and plan interesting lessons and activities that meet children's needs. Teachers and other staff provide a good level of support so that children learn and develop well. Children join in enthusiastically with activities that are led by adults as well as developing their own confidence and independence through their own explorations. Recent improvements to the outdoor environment have helped to improve the range and quality of children's experiences and the school plans to develop this still further. Staff have children's welfare at heart and children work in a safe, caring and stimulating environment. Good methods of communication help to ensure that parents are kept well informed about their children's progress.

### What the school should do to improve further

- Raise standards and improve achievement throughout Key Stage 1 and Key Stage 2.
- Eradicate inadequate teaching and ensure work is appropriately matched to the needs of all pupils so their learning is at least good.
- Improve attendance.
- Ensure leaders and managers at all levels, including governors, monitor, evaluate and take decisive action to secure improvement.
- Ensure governors meet all their statutory responsibilities.

## Achievement and standards

### Grade: 4

Pupils' achievement through Years 1 and 2 is much too slow and the standards they attain are exceptionally low in reading, writing and mathematics. Standards at the end of Key Stage 1 have been falling since 2004, most markedly in reading and writing. In 2007 tests and tasks showed that standards were well below average in reading and writing and below average in mathematics. Provisional results in 2008 indicate this decline has continued. Progress does not accelerate when pupils reach Key Stage 2. Results in National Curriculum tests in English, mathematics and science declined sharply in 2007, showing exceptionally low standards. This group of pupils started the key stage with standards that were close to national averages so their progress was very poor. Provisional results for 2008 show few signs of recovery. Girls' underachievement is more marked than that of boys. Pupils' work and the school's own data show too little improvement. The school's data are used to identify pupils with learning difficulties and/or disabilities and the school has begun to introduce systems for helping these pupils to improve. They now make satisfactory progress towards their targets. Pupils in the Development Centre also make satisfactory progress as a result of the effective support they receive.

## Personal development and well-being

### Grade: 3

Strengths include pupils' good spiritual, moral, social and cultural development. The school places a strong emphasis on developing pupils' cultural development, reflected in the International Schools' award. Pupils very much enjoyed the recent Spanish-themed days. They welcome the school's recent systems for improving behaviour and recognise they are effective, saying that 'there's much less petty squabbling'. Pupils enjoy school and behave well, but their attendance is below the national average. However, the school's efforts to improve attendance have met with some success with the lowest-attending families. Pupils know how to keep safe and healthy. They know the importance of a good diet and exercise, and how to keep safe on the roads. Most feel safe from bullying or racism. Pupils have good opportunities to take on responsibilities such as playground buddies and make a good contribution to the school community. Their contribution to the wider community is enhanced by opportunities to take part in events with other schools and groups. They feel that the school council does an effective job in improving their environment. Pupils take some opportunities to develop their understanding of the world of work. The Bewsey Busy Bees', for example, make and sell items. However, in view of pupils' inadequate achievement in basic literacy and numeracy skills, they are not well enough prepared for their future education or the world of work.

## Quality of provision

### Teaching and learning

#### Grade: 4

Too much teaching is inadequate; it is not effective enough to raise standards and achievement at the speed that is necessary. An examination of pupils' work and test results confirms this view. During the inspection the quality of teaching and learning seen ranged from outstanding to inadequate. In too many lessons work is not matched well enough to what pupils need to learn. Pupils are often not clear about what they are learning; this holds them back. In some cases there is insufficient challenge. For example, in a guided reading lesson a group of pupils made no progress in reading because the work was far too easy for them. In other lessons the tasks were too difficult. For example, younger pupils were baffled by the way the concept of odd and even numbers was taught. Nevertheless, there are pockets of good and better teaching. In the Development Centre, the level of support, clear and useful planning and effective interventions helped pupils make very good progress in one lesson. In Year 5 the teacher's accurate match of activity to their needs and high expectations helped pupils to make very good progress in writing.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. The planned curriculum for literacy and mathematics, including their use in other subjects is satisfactory. However, weaknesses in teaching mean that this does not have the desired impact. Pupils in Years 5 and 6 have good opportunities to develop information and communication technology skills through their everyday use of hand-held computers in a good number of subjects, although this is not as strong in other year groups. The school's development of a creative curriculum is beginning to make pupils' learning more interesting and enjoyable, but it is too early to judge its impact. Pupils learn how to be physically and emotionally healthy and how to avoid unnecessary risks. The good range of after-school

clubs and the range of visits and visitors add further interest and enjoyment. The curriculum and resources for pupils in the Development Centre are well matched to their needs and this aids their progress significantly.

### **Care, guidance and support**

#### **Grade: 3**

The strengths of care, guidance and support lie in the school's provision for pupils' personal development. This is successfully promoted through the curriculum and through positive relationships founded on a good knowledge of the pupils' social needs. The learning mentor supports a number of pupils well in small groups. Pupils' personal development is further enhanced by their participation in school clubs and in a range of residential visits. Pupils with learning difficulties and/or disabilities are identified through the school's improving assessment processes. They receive a satisfactory level of support so they make better progress than their classmates. The school has some effective links with other agencies that help these pupils and those in the Development Centre, to make satisfactory progress. The school is improving its systems of assessing all pupils' standards and achievement, but there is still a lack of clarity about what the results show and how they might be used to analyse levels of improvement. Pupils are aware of their targets and know that their work will improve if they achieve them. Marking of work often offers useful guidance for improvement, but sometimes places too much emphasis on presentation rather than how well pupils have completed the particular task. Safeguarding requirements are in place and meet government requirements.

### **Leadership and management**

#### **Grade: 4**

The headteacher is establishing a clearer sense of purpose directed at raising standards and achievement. The recently established leadership team and the local authority are supporting this work and a number of improvements have been initiated. The impact of some of these is clear, for example, the improvements made to classrooms and the school buildings. The leadership team is working hard to develop its monitoring and evaluation skills but these are not rigorous enough or as well focused as they might be. Consequently, improvements are too slow. The school is aware that more reliable assessment systems are needed and is trying hard to improve its quality and effectiveness in setting and reaching whole-school targets. Although challenging targets have been set for the end of the year, there is insufficient evidence that pupils are making the required progress. Governors offer a satisfactory level of challenge to the school through their expectations and recent appointments have been beneficial. However, they have failed to implement required policies to do with reducing discrimination and promoting equal opportunities. They cannot, therefore, monitor and report on the effectiveness of these policies and guarantee the promotion of equalities between all groups of pupils. Thus, despite some work being done in forging links within the school and local community and the links being made with organisations in other countries, the school's contribution to community cohesion is inadequate.

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## Annex A

## 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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	4

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	4

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	4
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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Bewsey Lodge Primary School, Warrington, WA5 0AG

Thank you for the welcome you gave to my colleagues and me when we visited your school. Please also thank your parents and carers for their letters and for taking the time to talk to us. We found it very useful and informative to talk to you and to visit your lessons.

The school has done well to make your buildings and classrooms pleasant places to be in. You told us how pleased you are that the new 'traffic-light' system has helped to improve behaviour and with the range of clubs you can join. The visits you make, and the visitors to school help to make your work more enjoyable and interesting. Your teachers and other adults look after you well so you feel safe and know who you can talk to if something is bothering you.

We think that children get off to a good start in the Nursery and Reception, and that those of you in the Development Centre also do well because of the help you get. However, some of you in the other classes (Years 1 to 6) haven't made enough progress during your time at school because teaching hasn't always been good enough. This means that you need to learn a lot more to be ready for your next classes and your next schools. Because of this, we judge that your school needs 'special measures'. This means it will receive extra help to improve at a much faster rate and inspectors will visit to check how well things are going.

We want the school to help all of you to make better progress in your lessons so that your work improves. Some of your teaching needs to be much better and all teachers need to give you work that makes you learn well. You can help by working hard, and those of you with poor attendance need to come to school more often so that you can learn more. Your headteacher and other school leaders need to check even more on how well you are learning. Governors need to make sure important policies are in place.

We wish you all the best for the future.