

The New Bewerley Community Primary School

Inspection report

Unique Reference Number	121791
Local Authority	Leeds
Inspection number	340011
Inspection dates	9–10 December 2009
Reporting inspector	Roger Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair	Mr J Morton
Headteacher	Mr Patrick Wilkins
Date of previous school inspection	1 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited twelve lessons or part lessons, analysed pupils' work, in particular in writing and mathematics, and held meetings with governors, parents and carers, staff and groups of pupils. They observed the school's work, including assembly and play times and looked at pupils' records from the current and previous academic year. School documents including the school improvement plan, safeguarding procedures and records were evaluated. Inspectors analysed 87 questionnaires returned by parents and carers, 126 from pupils and 8 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively staff are working to raise standards, especially in writing and mathematics
- how effectively assessment is used to promote learning
- how well the school evaluates its own strengths and areas for improvement and uses this information to direct school improvement.

Information about the school

This school is situated on the south east side of the city of Leeds. More than half the pupils are entitled to free school meals. Around half the pupils are from a wide range of heritages other than White British and a well above average proportion of pupils are from families where English is believed not to be the home language. The proportion of pupils with special educational needs and/or disabilities is much higher than in most schools. Early Years Foundation Stage education is provided in two Reception classes, which children can join full time from the beginning of the school year following their fourth birthday. Child care held before and after school and in holidays, a breakfast club and learning opportunities for families are available and this provision was inspected separately. The school works in the same building as the Children's Centre and in partnership with a local special school so that it can share in the education of pupils with severe and profound learning difficulties. Since the previous inspection, the school has received the Healthy Schools Award and the Activemark for physical education.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pupils and parents agree that this is a good school. Many pupils enter Reception with low skills for their age. National assessments for 2009 indicate that pupils left Year 6 with below average attainment, but school records and pupils' work indicate attainment in Years 1 to 5 is in line with that expected for their ages and attainment is rising well throughout the school. Pupils achieve well and make good progress. Progress is a little stronger in reading and speaking and listening than in writing and mathematics. The best progress is made by pupils with special educational needs and/or disabilities and by those who enter the school with limited English. Boys make a little less progress than girls. More-able pupils, especially during whole-class lessons, make a little less progress than other pupils because they occasionally find the whole-class input too easy. Teaching assistants make a strong impact on the good progress made by pupils when they are working individually or in groups, but they are sometimes under-deployed during whole-class sessions.

Excellent care, guidance and support result in first-rate relationships throughout this very happy school. Many pupils and parents and carers speak very highly of teachers. Pupils feel safe and act with consideration for the safety of others and their good behaviour is a credit to the school and their families. Most pupils attend regularly and respond well to the school's effective procedures to encourage and assure good attendance. However, rates of attendance are below average due to the persistent absence of children from a small number of families.

The headteacher provides a very clear vision for the school and has united other leaders and staff in the aim for continual improvement. The school has formed excellent partnerships with key organisations such as the adjoining Children's Centre, the partner special school and the local authority school improvement services. These partnerships are helping to improve the quality of education provided by the school and pupils' achievement. Accurate monitoring and evaluation ensures that the school is concentrating on improving the correct aspects of its work. There are particular strengths in the leadership and management of teaching and learning and in ensuring assessment is effectively used. Consequently, teaching is never less than good and is sometimes outstanding and the use of assessment to support learning is consistently good. Teachers show a detailed awareness of the needs of each individual and the level at which they are working and pupils develop an impressive understanding of next steps in their learning. These factors and the rising standards indicate that the school has good capacity to continue to improve in the future.

What does the school need to do to improve further?

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- Raise standards in writing and mathematics, especially those of boys and of more able pupils by:
 - ensuring that planning and teaching takes account of the particular needs and interests of boys in all classes
 - ensuring that teaching assistants are fully deployed during whole-class teaching
 - providing additional challenge for more-able pupils.
- Improve rates of attendance of pupils who are persistently absent.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well throughout the school due to consistently good or better teaching. They thoroughly enjoy school as reflected in the improving rate of attendance for most pupils, although a few pupils attend very irregularly and this slows their progress considerably. Pupils find lessons interesting and sustain excellent levels of concentration in class so that they make good progress in learning throughout the school. Pupils' attainment in Year 2 national assessments has risen considerably over the last three years. In year groups up to Year 5, a large majority of pupils are attaining in line with standards expected for their ages. Attainment in Years 6, although below average in 2009, has gradually risen. Pupils' in the current Year 6 are attaining higher than last year and standards in other year groups are rising well, as improvements to provision and leadership have a positive impact on pupils' attainment. The school has a strong track record of meeting targets and has set challenging targets for pupils to attain above average standards by 2011. Pupils make excellent progress in speaking and listening from low starting points on entry to the school. By the end of Year 6, pupils are articulate and confident in speaking because they are given many opportunities to hold high quality short discussions. Standards of reading have improved well, largely due to the introduction of daily good quality teaching of letters and sounds. Pupils with special educational needs and/or disabilities make good progress due to the good quality carefully tailored additional support they receive. Pupils who join the school with limited English make excellent progress in their confidence and skills in speaking, reading and writing in English. Boys make a little less progress than girls and the school has recognised the need to ensure that the curriculum fully reflects the interests and needs of boys.

Pupils clearly understand right from wrong and are polite and mature for their age. Older pupils are happy to take on responsibilities within the school and wider community. They have a good understanding of a healthy diet and take regular exercise, for example, in physical education lessons and in after-school activities. Their broadly average basic skills and strong relationships provide them with a satisfactory preparation for the next stage of education and the world of work beyond.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Assessment is used well. Staff have a detailed understanding of the level at which each pupil is working. They use this information to ensure that teaching mostly matches the needs of individuals well when pupils are working individually or in groups. Pupils throughout the school are continually given high quality oral and written feedback on their work and shown how to improve. They are often given helpful checklists and success criteria to help them see exactly what is required and to enable them to assess their work. High expectations of behaviour and interesting resources and ideas help pupils develop very positive attitudes to learning. Whole- class teaching is invariably clear and interesting: additional impact is provided by teachers' effective use of interactive white boards. Although teaching assistants make a good contribution to pupils' progress when they are working in groups, they are sometimes passive and under-deployed in whole-class lessons.

The curriculum is mostly modified well to meet the learning needs of pupils. It is strongly adapted to meet the needs of pupils with special educational needs and/or disabilities and also for pupils with limited English. Improvements in the mathematics curriculum are helping pupils improve their skills in problem solving. The school has a good range and take up of interesting clubs and activities which contribute to pupils' social development well. Pupils enjoy the learning opportunities available to them, such as the modern foreign language lessons. Starting points for units of work are often

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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stimulating and exciting and promote keen interest in learning.

Pupils are treated with great sensitivity and respect helping them to grow in confidence as they mature. Excellent care ensures the needs of all pupils, including potentially vulnerable pupils and those with special educational needs and/or disabilities are identified early. Staff work very effectively with families and other professionals to ensure that the pupils' needs are fully met. Many children regularly attend and thoroughly enjoy the daily breakfast club. This provides a good start to the day for those participating.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Monitoring and evaluation are thorough and very effective. Consequently, the school improvement plan concentrates on the correct priorities. Staff development is excellent and very well supported through the school's excellent partnership with the local authority. Senior leaders ensure that staff continually monitor one another's work and challenge each other to improve. As a consequence, teachers learn from one another and the quality of provision is consistently good and improving. Teachers readily accept responsibility for ensuring that each pupil does his or her best term by term. Regular meetings with individual teachers and teaching teams focus on the progress of individual pupils and ensure that any extra help that is needed is provided. The progress of every pupil is meticulously monitored and all pupils are valued. Equal opportunities are promoted well and discrimination is not tolerated.

The governing body has improved its role in holding the school to account considerably since the previous inspection and has a clear overview of the school's strengths and weaknesses. The school has good partnerships with local providers, social and health services and parents and carers. The school makes a good contribution to community cohesion and has undertaken a careful audit of this aspect. A particular strength is the breadth of work undertaken to support pupil's understanding of global and environmental issues but leaders are aware of the need to improve pupils' knowledge of other cultures in modern Britain. Current requirements for safeguarding pupils are met fully. Safeguarding procedures are implemented rigorously and sensitively, ensuring the safety and well-being of pupils.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

From a low level of development on entry to Reception, children make good progress and achieve well due to strong induction arrangements and good quality provision. Nevertheless many children do not meet the levels of development expected for their age, especially in their language and mathematical development, by the end of Reception. The children quickly begin to relate confidently to each other and pay attention when staff are talking to them. They enjoy taking part in a great variety of interesting and challenging activities, some of their own choosing, and some led by staff as a 'focus' activity such as reading or writing. They are encouraged to grow in independence and are sensitively and effectively prepared for more formal learning as they grow older. Facilities for outdoor learning are good, but sometimes under-used, especially in the mornings.

All adults continually assess each child's personal and academic development and use this information well so that provision fully meets the differing needs of children. Teaching and learning is especially focused on the children's personal, social and physical skills and in their communication and language development and it is in these key aspects that they make the most progress. Leaders hold high expectations and have a clear and accurate view of where further improvements are needed. Parents and carers are welcomed and actively encouraged to share and contribute to their children's development and speak highly of staff.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are almost unanimously supportive of the school. Parents' and carers' comments and their oral reports to inspectors indicated that they were confident that their children were well taught, happy in school and that the school met their needs so that they were making good progress. Parents and carers were particularly appreciative of the quality of care and support provided. Few raised concerns about aspects of the school's work and there was no clear pattern of concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The New Bewerley Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	68	27	31	1	1	0	0
The school keeps my child safe	66	76	20	23	0	0	0	0
The school informs me about my child's progress	64	74	20	23	3	3	0	0
My child is making enough progress at this school	54	62	33	38	0	0	0	0
The teaching is good at this school	60	69	27	31	0	0	0	0
The school helps me to support my child's learning	56	64	27	31	3	3	0	0
The school helps my child to have a healthy lifestyle	56	64	29	33	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	51	59	29	33	4	5	0	0
The school meets my child's particular needs	49	56	37	43	0	0	0	0
The school deals effectively with unacceptable behaviour	43	49	41	47	2	2	0	0
The school takes account of my suggestions and concerns	40	46	43	49	2	2	0	0
The school is led and managed effectively	47	54	37	43	3	3	0	0
Overall, I am happy with my child's experience at this school	57	66	28	32	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 December 2009

Dear Pupils

Inspection of The New Bewerley Community Primary School, Leeds, LS11 6TB

Thank you all for making the inspectors welcome when we inspected your school and for completing the pre-inspection questionnaire. We enjoyed our visit and would like to give special thanks to those who gave up their lunchtime to talk to us about school life. Yours is a good school and we found it to be an extremely happy place where people get on very well and treat each other with respect. You make good progress in your work and adults in school do their jobs well. New children in the Reception class are helped to settle in quickly and are soon on the way to learning to read, write and count. Those who find learning difficult are given extra help so that they also make good progress. It was good to see how quickly those of you who came to your school with limited English have gained in confidence.

Your behaviour is good and a credit to you all. You clearly feel safe in school and know that adults look after you very well indeed. Older pupils enjoy taking responsibility in school. You and your parents reported that you regard your school highly and appreciate the work of the staff. We saw that you enjoy school life very much and most of you attend regularly but a few of you have poor attendance. Many of you enjoy coming to the daily breakfast club. Your headteacher and the staff are working together well to improve the school and know that there are some things that still need to be done. We have recommended that they should:

- help you do even better in your writing and mathematics
- try and make sure that the few of you with poor attendance come to school more regularly.

Yours sincerely,

Roger Sadler

Lead inspector

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