

# 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>	348938
<b>Inspection dates</b>	17–18 June 2010
<b>Reporting inspector</b>	Marguerite McCloy HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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 of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Organ
<b>Headteacher</b>	Mrs Amanda Casey
<b>Date of previous school inspection</b>	19 November 2008
<b>School address</b>	Lodge Lane Bewsey Warrington WA5 0AG
<b>Telephone number</b>	01925 632 730
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## Introduction

This inspection was carried out at one day's notice by two of Her Majesty's Inspectors. Inspectors observed 12 lessons and saw 10 teachers and several teaching assistants. They held meetings with the headteacher and staff, groups of pupils, two governors and a representative of the local authority. Inspectors observed the school's work and looked at a wide range of policies and documentation, including the school's self-evaluation, improvement planning, and data on the tracking of pupils' progress.

- the school's success in raising standards and improving achievement throughout Key Stage 1 and Key Stage 2
- the quality of teaching and its impact on pupils' learning and progress
- the quality of leadership, management and governance
- pupils' attendance.

## Information about the school

When the school was inspected in November 2008 it was judged to require special measures. The school's progress was monitored regularly, and at the last monitoring inspection in February 2010 it was judged to be making good overall progress in tackling the weaknesses identified above.

Bewsey Lodge is an average sized primary school with provision for the Early Years Foundation Stage in a Nursery and two Reception classes. Most pupils are from White British backgrounds and few speak English as an additional language. A well above average proportion of pupils is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities, including the number with a statement of special educational needs, is higher than average. This is partly due to the school's enhanced provision, or Development Centre, which caters for up to eight Key Stage 1 pupils from across Warrington. At the time of the inspection there were four pupils attending the Centre.

The school holds a number of awards including Healthy Schools, Eco Silver, International School, Activemark and Artsmark Silver.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

In accordance with section 13 (14) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Bewsey Lodge has improved significantly since its last inspection and is providing a satisfactory and improving quality of education for all pupils.

The Early Years Foundation Stage provision gives children a very positive start to their schooling so that they make good progress in their early learning, often from well below average starting points. Although overall attainment by the end of Key Stage 2 has remained low for the last few years, this is steadily rising. Year 6 test results in English, mathematics and science in 2009, whilst still well below average, showed improvement since the previous year, and are set to be maintained or rise a little further in 2010. Pupils' progress over time is satisfactory, and the rate of progress is gathering pace because of the significant improvements made to the quality of teaching, which is now good. Teachers make good use of assessment to plan lessons and to support pupils' learning, although questioning is not always pitched at the correct level to challenge the full range of pupils' speaking and listening skills. The school is aware of the need to develop these skills, and pupils' writing, in as many ways as possible across the curriculum, to strengthen pupils' confidence in written and spoken communication so that they are better prepared for future learning. Similarly, some pupils' rates of progress in mathematics are adversely affected by gaps in their knowledge of basic calculation, multiplication tables and their understanding of number values, for example, when working with thousands, hundreds and tens. Pupils' good behaviour and enjoyment of learning is boosted by teachers' well-planned range of interesting and appropriate activities in lessons. Information and communication technology is also used effectively by teachers and pupils to enhance learning. There is no significant difference in the outcomes for different groups of pupils. This includes the pupils attending the Development Centre, who also benefit from regular opportunities to integrate with other pupils and activities across the school.

The improvements made since the school's last inspection, particularly in teaching, assessment, monitoring and evaluation, have resulted from well-focused support and intervention and the good leadership of the headteacher, senior and middle managers. The positive impact of their work demonstrates the school's good capacity to sustain improvement in the future.

### What does the school need to do to improve further?

- Build upon the school's successes in improving the quality of teaching and

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leadership, in order to:

- Raise attainment and improve pupils' achievement in English across the school, by:
  - extending opportunities for speaking and listening to improve pupils' oracy skills and confidence to express their ideas clearly and fluently
  - improving the content of pupils' writing by embedding their basic skills in sentence structure and punctuation
  - developing teachers' good use of assessment to support learning so that questioning is well targeted to individuals, thereby ensuring that pupils of all levels of ability are challenged and supported and the teacher can check their understanding.
- Raise attainment and improve pupils' achievement in mathematics across the school, by:
  - developing teachers' subject knowledge of progression in mathematical skills to ensure that curriculum interventions are planned to meet individual needs and 'plug the gaps' in some pupils' understanding
  - using the school's good quality assessment information to identify where further adjustments can be made to the curriculum to address identified weaknesses in pupils' mathematical skills
  - exploring more ways to practise and develop pupils' application of these skills across other areas of the curriculum.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

For the first time in five years, attainment at the end of Key Stage 1 in 2009 reached broadly average standards in reading, writing and mathematics. This is being built on in Key Stage 2 as the legacy of underachievement has largely been eradicated and attainment is rising, for example in Year 3 and Year 4. Attainment remains low in the larger cohort of pupils currently in Year 5, but the school has taken well thought out and appropriate action in planning its provision and intervention strategies for these classes both before and during the next academic year.

The progress pupils make is now improving securely and quickly, because their learning and progress in lessons are good. For example, in a Year 4 mathematics lesson one group of pupils responded well to their 'challenge' activities and made good progress in solving subtraction problems using the column method; another group enjoyed working with the teaching assistant, using the interactive whiteboard to develop their confidence in securing basic number facts. In a Year 3 art lesson, pupils responded to the adults' high expectations and regular feedback by improving their work through experimentation, making excellent progress to produce

Rangoli patterns using a variety of media. More pupils are now taking pride in their work

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and this is evident in the quality of presentation in books and on displays around the school.

Pupils enjoy school and their behaviour is good. In the small minority of cases where individual pupils experience difficulties in controlling their own behaviour, this is managed effectively and calmly by adults. Pupils understand this and feel happy and safe. They say that should there be any instances of bullying or poor behaviour, it would be dealt with quickly and would not have a negative effect on their learning. Pupils have a good understanding of how to lead healthy and active lives, and benefit from a good range of nutritious choices prepared by the kitchen staff at lunchtimes. Pupils respond sensibly and enjoy being given responsibilities, for example as school council members, prefects and playground buddies. They raise funds for local and national charities and the choir enjoys singing at events in the locality. Pupils also benefit from the school's constructive links with others in the area, through its work on 'Schools Challenge Days'. Pupils' academic achievements and attendance, which has improved to just below average levels, make a satisfactory contribution to their future economic well-being. The school has recently increased its focus on developing pupils' confidence, self-belief and knowledge of the world of work. This work is helping to lift pupils' aspirations of what they might do in the future.

Pupils have a limited understanding of other cultures, despite having enjoyed learning about some of these in their 'World Days' and in lessons. However, all groups of pupils get along well together, they know about making decisions between right and wrong and that their actions have consequences.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> 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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

The quality of teaching observed during the inspection was consistently good or better. This reflects the school's considerable work over the last two years to develop teachers' skills and to challenge and eradicate inadequate teaching. It is a key factor in the school's good capacity to improve, and in the rising trend in pupils' achievement. An important element is also the effective contribution made by teaching assistants, who work very well in partnership with teaching staff to enable group work and class activities to be more closely matched to individual pupils' needs. Teachers' planning is detailed and the assessment of pupils' learning is generally thorough, including the feedback given in marking and the reference to future targets and what the pupils need to do to reach these. However, opportunities are sometimes missed for adults to focus challenging questions specifically towards individual pupils, checking their understanding and encouraging them to explain their thinking. Expectations have been raised, and this is evident in the improved rate of progress pupils are now making in lessons. The school's recent emphasis on raising aspirations can be seen in many pupils' increased self-belief and a better understanding of what their future options may be. This, and the close attention paid to pupils' social and emotional development, are strong features of the satisfactory and improving curriculum.

The school provides good care, guidance and support for all pupils. This contributes to their feelings of being safe and knowing that there is always someone to talk to if they are experiencing difficulties. Arrangements for care and guidance are well-organised, for example, through the rigorous checks on attendance and the planning of additional support and intervention to meet individual pupils' needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and two assistant headteachers, together with good support from

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effective middle leaders, have successfully driven forward the school's significant improvement since the last inspection. This has been achieved through rigorous monitoring of teaching and learning, systematic tracking of pupils' progress and holding teachers to account for the standards achieved by the pupils in their care.

Expectations have been raised and challenging targets set. Staff are more involved in whole-school self-evaluation and action planning. Governors have played their part by challenging and supporting the school, developing a clear understanding of its strengths and weaknesses, holding leaders to account and checking the progress of planned actions.

The school has positive relationships with parents and carers. Regular communication is enhanced by good quality newsletters and the development of the school's website, which includes information for parents and carers on the work their children are doing. Safeguarding procedures are good and all staff receive appropriate and up-to-date training. The school has a calm and harmonious ethos and it is working effectively to promote community cohesion. Pupils are taught about communities in a range of contexts but do not yet have a good understanding of key differences across a wide range of cultures and religious beliefs.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

The Nursery and Reception classes provide an attractive and welcoming learning environment, with clear routines enabling pupils to feel safe and secure and grow in confidence. From well below average skills, knowledge and understanding on entry to



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the Early Years Foundation Stage, children make good progress in most of their early learning goals. Adults support children well in effectively encouraging independent and collaborative learning, to develop their social skills and vocabulary. For example, in a reception literacy lesson, the teacher expertly engaged children in the 'Burglar Bill' game so that all joined in the activity: identifying what happened and what had been stolen from the collection of valuables, and telephoning the police! Good opportunities are provided, mainly indoors, for children to develop their early reading and writing skills. The children thoroughly enjoy the range of tasks they are presented with, for example, in the outdoor environment where all areas of learning are provided for and they have plenty of opportunities for physical activity and role play. Leadership and management are good and teamwork is strong. Careful assessments and observations are used to track children's progress and inform the planning of future activities and next steps in learning. Adults are knowledgeable about the learning needs and welfare requirements for young children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Parental questionnaires are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

The school canvases the views of parents and carers formally on an annual basis. The last review indicated a high level of satisfaction with the school's provision and levels of care, particularly in agreeing that their children enjoy school. A minority of parents and carers did not think that pupils' behaviour was good, and this was discussed at a parents' council meeting in order to address any concerns. The inspection found that behaviour is mainly good: pupils agree that staff manage any incidents of poor behaviour very well so that lessons are not disrupted and pupils feel safe.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 June 2010

Dear Pupils

Inspection of Bewsey Lodge Primary School, Warrington WA5 0AG

Thank you for your help during the recent inspection of your school. We enjoyed spending time in lessons and talking to you about your learning. This was my fourth visit to Bewsey Lodge and I am pleased to tell you that it no longer needs 'special measures' because it has improved a lot since the last inspection in November 2008. Bewsey Lodge is now a satisfactory school that is improving at a faster rate now, because some of its work is already good. For example:

- teaching is good and this is helping you to make good progress in many lessons now so that your achievement is improving
- you enjoy school, behave well and feel safe because adults take good care of you and those who need extra guidance with their work or behaviour get the help they need
- your headteacher and other leaders are doing a good job and are always checking on the school's work in order to plan for more improvements
- the school is a happy place, you help each other and some of you take on extra responsibilities.

We have made some suggestions to your headteacher and staff so that they can help you reach higher standards in your literacy and numeracy work, for example, by:

- making sure you have lots of opportunities to improve your writing, speaking and listening skills, and can answer more difficult questions, explaining your learning so that teachers know how much you have understood
- checking where you may have gaps in your learning about number work, so that you can be helped with this and make faster progress in mathematics.

I will miss my visits to your school and wish you lots of success in the future.

Yours sincerely

Marguerite McCloy

Her Majesty's Inspector

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