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Mrs E Wright
Headteacher
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Dear Mrs Wright

Short inspection of Bewsey Lodge Primary School

Following my visit to the school on 27 March 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in certain areas. This may indicate that the school is improving towards being outstanding. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You are a motivated and aspirational headteacher who endeavours to meet the needs of all pupils in the school. Your strong leadership has established a caring and calm ethos that ensures that all pupils thrive. As a result of your actions, achievement has risen steadily over the last few years. In 2017, the school was in the top 2% of schools for the progress that pupils make from key stage 1 to the end of key stage 2.

You have established a strong and highly skilled staff that are making many improvements in their areas of responsibility. It is to your credit that you have retained a stable staff for many years. As the school grows in size, you ensure that new staff have all the guidance and support that they require. Staff have many opportunities to develop their knowledge and skills and their morale is high. Consequently teaching, learning and assessment are consistent and of a high standard across the school. Staff who responded to the online survey, Parent View,

stated that they are proud to work at the school.

Governors are exceptionally proud of the school and how it has grown in strength under your leadership. They are determined that all pupils will succeed and use the school finances effectively to achieve this. They are knowledgeable and have a wide set of skills that they use to challenge and support you. Governors regularly visit the school to review the school improvement priorities. As a result, they have an accurate understanding of the school's strengths and areas for development.

Pupils enjoy being part of the school community. Pupils that I spoke with during the inspection were keen to tell me, 'One of the best things about the school is that we are part of it.' Parents and carers who responded to Parent View, Ofsted's online survey, were highly supportive of the school. One comment summed up many positive views of parents: 'It is an excellent school with fantastic, caring staff who encourage our children to succeed to the best of their ability. The morale within my son's class is amazing and he loves being part of this school.'

The previous inspection report identified the need to raise achievement further by strengthening the quality of teaching. You have addressed this very effectively. Pupils make rapid progress and attain standards higher than the national average by the time they leave the school. Leaders monitor teaching, learning and assessment regularly to ensure that pupils make at least good progress. Assessment systems are effective and inform planning. As a result, teachers set tasks at the appropriate level to challenge and support pupils.

Pupils take pride in their work. Their handwriting and presentation are of a high standard across all books. They are given precise guidance from teachers so that they can improve their work. Pupils value the support given by their teachers and enjoy the challenge that this often brings.

The previous inspection also identified the need to set clear targets and sharp timescales in school plans so that leaders can check regularly that actions are having a swift and effective impact on school improvement. Leaders have wasted no time in adapting plans to make them a tool to achieve this. Consequently, these plans have been instrumental in the rapid improvements made across the school.

While inspection evidence demonstrates that the curriculum is strong across the school, you agreed that the way teachers and leaders track and assess pupils' learning in subjects other than English and mathematics needs to be strengthened further.

Safeguarding is effective.

Safeguarding arrangements are fit for purpose. There is a strong culture of safeguarding in the school. All staff and governors understand their roles in keeping children safe. Appropriate training for staff and governors is undertaken regularly and is up to date. As a result, staff are knowledgeable about how to spot signs and symptoms of abuse. Safeguarding records and policies are up to date and reflect

the most recent changes to government legislation. Checks that leaders undertake on the suitability of adults to work with pupils meet all requirements.

Pupils I spoke to told me that they feel safe. Older pupils demonstrated their knowledge of different kinds of bullying and how to stay safe online. Pupils were keen to tell me that bullying does not happen and if they do fall out, teachers help them to resolve any concerns quickly. Consequently, pupils enjoy school and their attendance is consistently good. Parents who completed Ofsted's online survey, Parent View, confirm that their children are safe and happy.

Inspection findings

- This inspection focused on a number of key lines of enquiry. The first of these looked at the achievement of boys in Reception. This is because the proportion of boys who achieve a good level of development has been consistently below the national average. However, boys' achievement has risen over a number of years because of the improvements leaders have made. Children enter the school with skills below those typical for their age and with limited experiences. They make an excellent start to their education because of the quality of teaching, learning and assessment. The learning environment, both in the school and outside, provides exciting and stimulating learning opportunities for children to develop their skills across the curriculum. Caring and supportive relationships between adults and children ensure that children are keen to take risks and challenge themselves. Teachers use accurate assessment information to plan children's next steps in learning. Alongside this, teachers have reviewed topics so that they are more engaging for boys. They use children's interests to plan activities that foster a love of learning. As a result, children make strong progress. Current school assessment information indicates that a greater proportion of boys in Reception are on track to achieve a good level of development.
- We also looked at the progress that pupils, especially disadvantaged pupils, are making in their phonic skills in Year 1. This is because the proportion of pupils, especially those who are disadvantaged, who achieve the Year 1 phonics screening check has been below the national average. Leaders and governors identified that the teaching of phonics was a concern and took action. Consequently, there is a systematic approach to the teaching of phonics across the early years and key stage 1. Lessons are organised effectively and meet pupils' individual needs. Staff have had access to a wide range of opportunities to develop their knowledge, skills and understanding. The phonics leader supports staff and ensures that teaching is of the highest standard. Pupils use their increasing phonic skills to read unfamiliar words and enjoy reading. Leaders use the funding for disadvantaged pupils effectively and any pupils who may need extra support to catch up receive targeted support. As a result of these changes, achievement in phonics is continuing to rise for all pupils and the teaching of phonics is a key strength of the school.
- Another area that we discussed was how well the curriculum provides a wide range of opportunities to develop pupils' learning. Leaders are able to articulate the very clear rationale for the curriculum, which is not only broad and balanced but creative and exciting. Pupils also enjoy a wide range of extra learning

opportunities through theme days, creative learning, arts, sports and performance. Pupils with whom I spoke were keen to tell me that they value and enjoy these learning experiences. Inspection evidence shows that the school's curriculum is successful in developing pupils' love of learning and deepening their skills, knowledge and understanding. Displays around the school celebrate pupils' work and demonstrate the high standards that they achieve. You are keen to develop further the way that teachers and leaders track and assess pupils' learning in subjects other than English and mathematics.

- The last key line of enquiry considered the persistent absence of pupils. This was because in previous years persistent absence was high. You are aware that some pupils do not attend school regularly enough and you are taking appropriate action to ensure that this situation improves rapidly. There are effective systems to check pupils' attendance and punctuality. Pupils very much enjoy the various ways that leaders celebrate good attendance across the school. They especially like the bronze, silver and gold badges that they can achieve. You and your attendance lead know pupils and families well and work closely with them. Individual case studies show that, as a result of your actions, the attendance of some pupils has improved dramatically. As a result of actions taken by leaders, attendance across the school is good and persistent absence is declining.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they strengthen further the way that leaders and teachers track and assess pupils' learning in subjects other than English and mathematics.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Warrington. This letter will be published on the Ofsted website.

Yours sincerely

Julie Barlow
Her Majesty's Inspector

Information about the inspection

During the inspection, I observed teaching and learning and scrutinised examples of pupils' work. I met with you, senior and middle leaders and the assessment and attendance leader. I spoke with six pupils in key stage 2 and with pupils informally in lessons and around the school. I also spoke with six governors, including the chair of the governing body, and with the representative of the local authority.

I evaluated the 126 responses to Ofsted's online questionnaire, Parent View, and took account of the four free-text responses from parents. I also took account of 48

responses to Ofsted's staff questionnaire and 25 responses to Ofsted's pupils' questionnaire. I reviewed a range of school documents. These included: the school's self-evaluation; the school's development plans and assessment records; minutes of governing body meetings; safeguarding documentation and records relating to pupils' behaviour and attendance. I also considered information posted on the school's website.