

# Bewdley Primary School

Stourport Road, Bewdley, DY12 1BL

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, including governors, have high aspirations. They act upon the right priorities for improvement and make sure that teaching and pupils' achievement are good.
- Pupils behave well and say they feel safe. This is because good behaviour is consistently expected and the school's arrangements to keep pupils safe are good.
- Teachers provide pupils with interesting activities and topics which inspire them to learn and do well.
- Pupils make good progress in reading, writing and mathematics.
- The school offers high levels of care to its pupils and promotes their spiritual, moral, social and cultural development well.
- Good links with parents and families are improving pupils' attendance and help parents to get involved in their children's learning.
- Early years provision is good. Children achieve well because teaching is good and quickly remedies any identified weaknesses.

### It is not yet an outstanding school because

- On occasion, tasks given to the least-able pupils do not allow them to practise sufficiently to fully develop their skills.
- Not all of the most-able pupils reach their full potential in mathematics.
- Leaders do not always make the best use of systems to check the learning of groups and identify trends in performance.

## Information about this inspection

- The inspectors observed learning in 17 lessons. Two observations were carried out jointly with the headteacher. In all, 14 members of staff were seen teaching.
- The inspectors looked at samples of pupils' work from all age groups, spoke to pupils about their work during lessons and listened to pupils read.
- The inspectors held meetings with groups of pupils, members of the governing body, leaders and staff. An inspector also spoke to a representative from the local authority.
- The inspectors took account of written comments received from parents and 146 responses to the online questionnaire, Parent View. Inspectors also spoke to parents during the inspection.
- The inspectors analysed 47 responses to the questionnaire completed by school staff.
- The inspectors observed the school's work. They looked at progress and attendance information, improvement planning, evidence of the monitoring of teaching and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector	Additional Inspector
Sakhawat Ali	Additional Inspector
Carol Deakin	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British background.
- The proportion of disadvantaged pupils, for whom the school receives pupil premium funding, is average. This funding is received for pupils who are, or have been, eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is average.
- In 2014, the school met the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The early years provision comprises a Nursery, which children attend for morning, afternoon or all-day sessions, and two Reception classes which children attend full time.
- The school runs a daily breakfast and after-school club which is managed by the governing body.
- The school shares its site with a Sure Start children's centre. This is subject to separate inspection and was not part of this inspection.
- Since the previous inspection, the school has experienced staff and leadership changes. The current headteacher took up post in September 2014.

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

- Raise achievement further by making sure that teachers:
  - give the least-able pupils tasks and resources that enable them to build upon and consolidate their skills in writing and mathematics more effectively
  - consistently present a high level of challenge to the most-able pupils so that they reach their full potential in mathematics.
- Strengthen leadership and management by using tracking systems more effectively to quickly recognise how well specific groups of pupils are doing and to identify any trends in performance.

## Inspection judgements

### The leadership and management are good

- Leaders have high aspirations and know what they want pupils and staff to achieve. The school is a purposeful and lively place where good behaviour and good teaching flourish. The new headteacher steers improvement and wasted no time in addressing what needs to be done. Her determination to raise pupils' achievement in mathematics has quickly led to a re-organisation of how the subject is taught. As a result, pupils' progress is accelerating and most pupils now achieve well.
- Leaders provide a good level of support to staff, which is reflected in the very positive response to the questionnaire completed by staff. Leaders carry out regular checks on the quality of teaching and learning. They provide clear guidance so that staff know how to improve and work towards targets that are well matched to their professional development and the school's priorities.
- Staff receive the training they need to improve their work, with positive effect on pupils' achievement. For example, training in the teaching of phonics has led to a consistent approach to teaching and raised standards. Staff work well together as a team and share their expertise with each other. Good use is made of local authority support which has effectively aided improvement in the early years, with clear impact on raising children's attainment.
- The pupil premium funding is used to help eligible pupils to do well. It pays for extra resources and additional staff which are used effectively to benefit individual pupils in their personal and academic achievements. The school's information shows that gaps in performance between disadvantaged pupils and their classmates are closing rapidly and many are doing better than their peers as a result of the extra help they receive.
- High quality displays celebrate pupils' work and reflect the richness of the curriculum. Pupils' experiences are widened by trips and visitors which are utilised by staff well to promote learning and pupils' spiritual and cultural development. For example, a trip to an inner city market formed the basis for good work in mathematics, English and design and technology and built upon pupils' religious education.
- All pupils have the opportunity to participate in team sports and musical performances, with positive effect on their social development. The primary sports funding is used well to increase pupils' participation in physical activity and strengthen teachers' expertise in delivering physical education lessons.
- The curriculum prepares pupils well for life in modern Britain. Pupils learn about respect and tolerance, cover a range of faiths and cultures and show a good understanding of people with backgrounds different to their own because this is addressed well by the school. Discrimination of any kind is not tolerated. Well-planned topics deepen pupils' understanding of key British figures, past and present, and institutions such as the monarchy and parliament. In this way, they develop understanding of democracy and the rule of law.
- The school has good links with parents and provides a range of ways for them to be involved in their children's learning. Leaders liaise with the children's centre and external agencies effectively to maintain links with families and promote good attendance. As a result, attendance is improving. The number of pupils who stay away from school frequently is reducing drastically. The well-run before and after-school care offered by the school is popular and provides a valuable facility for pupils and parents.
- The school's arrangements to keep pupils safe are thorough. Staff are appropriately vetted before appointment and leaders make regular checks and ensure that staff understand how to keep pupils safe.
- Leaders share information well with subject leaders, who are well informed about the quality of teaching and learning in their subjects. They are being well prepared for the use of new assessment systems with the introduction of the new primary curriculum. They check regularly how well pupils are doing and evaluate the effect of teaching on achievement. The new systems of assessment are being implemented but leaders do not always use the information sufficiently well to identify the learning of specific groups of pupils and recognise any trends in performance. All staff are committed to equality of opportunity and

consider class organisation carefully in order to give all pupils equal chance to succeed.

#### ■ The governance of the school:

- Governance is effective. Governors have re-organised their working practices to ensure they have a clear and well-informed view of the school's work. They understand how good teaching leads to good achievement and make decisions about teachers' pay based upon how well pupils and staff are doing. They carry out the performance management of the headteacher and know how staff are helped to improve their work. Governors check information about pupils' progress regularly and ask pertinent questions if pupils are not doing well enough. They, together with school leaders, make sure that statutory requirements are met. Governors have made marked improvement since the previous inspection in widening the range of cultural experiences offered to pupils and make sure that the key British values of democracy, tolerance and respect are promoted well.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. This helps them to make good progress. Pupils are attentive and listen well. They talk keenly about their learning and value what staff do to help them to improve. They are particularly enthusiastic about the new arrangements for the teaching of mathematics which they say makes their learning fun.
- Pupils' strong sense of right and wrong guides their actions and aids the smooth daily running of this large school. Staff consistently expect good behaviour and pupils strive to adhere to the school's rules. Those pupils who find it difficult to behave well are very well supported by staff who help pupils to manage their behaviour and conform to the school's expectations. These pupils make marked improvement over time.
- Pupils participate happily in school life. They recognise the contribution they make to the school community and they take their roles as school councillors seriously. Year 6 pupils willingly take on extra responsibility in preparation for their move to secondary education. Pupils have a good understanding of the key values of fairness and democracy because of their learning in lessons. They recognise the importance of showing respect and tolerance to others. One pupil commented, 'We know that even though we look different, we are the same inside.'

#### Safety

- The school's work to keep pupils safe and secure is good. Systems and policies are reviewed systematically. Staff receive the training they need to keep pupils safe and regular checks are carried out to minimise any potential risks to pupils.
- Pupils say they feel safe because of the support they receive from staff and the security of the school environment. Pupils say they know who to talk to if they have a problem and that teachers deal with any issues fairly.
- Pupils know about the different forms of bullying, including those that arise when using technology. They say that bullying rarely happens but any issues that do occur are dealt with quickly by the school. They receive good guidance on how to deal with any problems through assemblies and their learning in personal and social education lessons. The school's records indicate that incidents are infrequent but are dealt with thoroughly.

### The quality of teaching is good

- Teachers, including those in the early years, motivate learning well. They choose interesting topics which pupils enjoy, resulting in good progress and raised attainment. This is particularly so in the case of boys' writing which is improving strongly because staff provide tasks which inspire writing. For example, during a topic on the Romans, teachers set pupils the task of writing a letter of application to join the Roman army.

- In mathematics, teachers make sure pupils consolidate their skills and often link learning to real life so that pupils can see the practical use of mathematics. For example, following a visit to an inner-city market, the teacher set pupils in Year 5 and Year 6 the task of working out profits and the amount of stock on a market stand. As a result, pupils made good progress in reasoning, measuring and calculating.
- Teachers teach reading well, and expect pupils to use their knowledge of phonics to tackle new words. Staff inspire a love of reading through frequent reference to well-known and popular authors. They often use stories as the starting points for topics and writing. They make sure pupils read for a range of purposes, including to find out information.
- Teachers ask the right questions to check pupils' understanding. They correct misconceptions as lessons proceed and make sure pupils know what they are expected to achieve. Teachers provide useful feedback when they mark pupils' work and help them to understand how to improve. They value pupils' contributions and expect them to explain their answers.
- Teaching assistants and support staff make a major contribution to pupils' learning. They provide good support and guidance for pupils who are less confident or who have difficulty with certain aspects of their learning. They work well with pupils of all abilities, including disabled pupils and those who have special educational needs, to help them to do their best and acquire good academic and personal skills.
- Teachers usually pitch work well to the range of ability in the class. However, the least-able pupils do not always receive work that enables them to make small steps in their learning and to practise their skills in writing and mathematics before moving on to something new. The level of challenge for the most-able pupils is generally well matched to their ability but is not yet sufficiently high to make sure they make better than expected progress in mathematics.

### The achievement of pupils

is good

- Children start in the Nursery and Reception classes with skills that are broadly typical for their age although, for some, skills in reading, writing and speaking are weaker areas when they start school. The good start they make is now being built upon strongly as a wave of improvement is moving through the school.
- Raised aspirations by leaders mean that now more pupils than previously are making better progress than expected for their age, in reading, writing and mathematics, because of the consistently good teaching they receive. As a result, standards are rising in all classes and for all groups of pupils. This was not reflected in the end of Year 6 national test results in 2014 when standards were broadly average. This is because, during their time in Key Stage 2, pupils made the expected progress but were not always sufficiently challenged to make more than the expected progress.
- The biggest improvement is in mathematics due to the school's drive to raise pupils' achievement after some underachievement in 2014. Work in books and the school's information shows that recent re-organisation of the ways pupils are grouped for mathematics and good teaching are having a positive effect on raising achievement. An above-average proportion of pupils are now on track to make and exceed the expected progress in the subject.
- In 2014, the proportion of the most-able pupils who achieved the higher levels in reading and writing compared favourably with national averages. However, a below-average proportion reached the higher level in mathematics and in grammar, punctuation and spelling. The school's information shows that the most-able pupils are on track to do better than previously. Even so, the school recognises there is more work to be done to make sure the most-able pupils make the best possible progress in mathematics.
- Disabled pupils and those who have special educational needs make good progress. Good leadership of the provision for these pupils ensures good links with parents and external agencies. Pupils receive a good level of support which helps them to do well. Staff are well trained in meeting the needs of individuals and additional staffing is having a positive effect on the good progress pupils make.

- In 2014, the end of Year 6 National Curriculum test results show that the attainment of disadvantaged pupils was over two and a half terms behind their classmates in writing, nearly two terms behind in mathematics and over one and a half terms behind in reading. When compared with other pupils nationally, disadvantaged pupils were one and a half terms behind in writing, two and a half terms behind in mathematics and nearly a term behind in reading. The school's information shows that a range of factors hindered the progress made by some of these pupils and that disadvantaged pupils across the school now make good progress. Many are now doing better than their classmates. A greater proportion than previously are on track to make better progress than other pupils nationally by the end of Year 6.

### The early years provision

is good

- Leadership of the early years is good. Leaders ensure a consistent approach to learning and planning between the Nursery and Reception classes. They establish good links with parents and create good arrangements for children when they start school. Leaders and staff check frequently how well children are doing and make sure they do equally well in all areas of learning.
- Behaviour is good and children respond very well to the range of activities on offer. They get on well together and choose task for themselves. They listen to adults and follow instructions. They understand the daily routines and how to keep themselves safe because staff promote children's safety and welfare well. Children busily engage in tasks, developing confidence and independence well over time.
- Teaching is good. Staff teach basic reading, writing and mathematics skills well and ensure children have plenty of opportunity to practise these skills in wide-ranging ways. There is a good balance between tasks that are led by adults and those that children choose for themselves. Staff are adept at modifying the curriculum to meet children's interests and to strengthen skills that are weaker when children join school.
- Children make good progress in all areas of learning. Improvements made by leaders and staff ensure that previous gaps in children's attainment, especially boys' writing, are closing strongly so that all children achieve well. The school's information shows that an above-average proportion of children currently in the Reception classes are on track to reach a good level of development. Consequently, children are well prepared for the learning they will encounter in Year 1.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	135076
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	461809

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

<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>	318
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Saunders
<b>Headteacher</b>	Jane Woakes
<b>Date of previous school inspection</b>	12 January 2012
<b>Telephone number</b>	01299 403796
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