

# Beecroft Primary School

## Inspection report

---

<b>Unique Reference Number</b>	107883
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336970
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Andrew Swallow

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>	264
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Harris
<b>Headteacher</b>	Miss J Turner
<b>Date of previous school inspection</b>	23 January 2007
<b>School address</b>	Eden Way Leeds West Yorkshire LS4 2TF
<b>Telephone number</b>	0113 2144562
<b>Fax number</b>	0113 2144635
<b>Email address</b>	turnerja04@leedslearning.net

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	4–5 March 2010
<b>Inspection number</b>	336970

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. Fifty per cent of the inspection time was spent looking at learning. The inspectors visited 15 lessons or parts of lessons, and observed 11 teachers during the inspection. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Questionnaires from 165 parents and carers, 110 pupils and 23 staff were analysed.

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

the attainment on entry of children into the Early Years Foundation Stage and the progress they make by the time they enter Year 1

the progress made by all pupils across Years 1 to 6, and particularly in mathematics

the effectiveness of the school's arrangements to promote community cohesion

whether the school is still performing at an outstanding level.

## Information about the school

This is an average-size primary school. Pupils come from a wide range of socio-economic backgrounds and the proportion eligible for a free school meal is above average. An average proportion has special educational needs and/or disabilities. Rising numbers of pupils are from minority ethnic groupings, many whose first language is not English. Two out of every five pupils are from Black minority ethnic backgrounds. More pupils join and leave the school at various stages of the year than seen nationally. The school has achieved several external accreditations including Healthy Schools, Basic Skills Quality and Activemark, and the level 2 Stephen Lawrence Award. It is a lead school for excellence within the local authority.

An on-site after-school club, providing extended care for 24 children, aged four to eight years, but not managed by the governing body, did not form part of this inspection.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school that has sustained high performance and excellence over time. The leadership and management by the headteacher are central to the drive for the highest standards and achievement for all pupils. Parents are extremely positive and typically comment: 'Couldn't wish for a better school.'

Beecroft is a vibrant and caring place to learn. All staff are totally committed to supporting pupils and their families, including those in challenging circumstances. The care, guidance and support for pupils are outstanding and underpin their excellent personal outcomes. The strong school ethos and exciting curriculum successfully fosters 'hands on', cooperative learning and high levels of respect. As a result, pupils are very well behaved, attend very regularly, and the environment is happy, calm and orderly at all times. Links with the local community are exceptionally strong. Pupils gain an excellent understanding of the lives of people from different cultures and religions, through the many interactions with neighbourhood families, as well as contacts with schools overseas.

Children get off to an excellent start in the Early Years Foundation Stage. Strong links are made with families, even before the children start school, and their learning and developmental needs are exceptionally well met. The indoor environment and resources excite and motivate, although outdoor provision is not as stimulating. From Year 1 to Year 6 all pupils achieve outstandingly well, because of the highly effective teaching and exciting, practical learning experiences. By the time pupils leave Year 6, they attain high standards in English, mathematics, and science.

The headteacher and strong leadership team show the highest aspirations for young people, and are relentless in the quest to ensure all pupils reach their potential. They are supported and challenged by an outstanding governing body and through excellent partnerships with parents and the wider community. The school has maintained the highest of standards since the last inspection because arrangements to evaluate the quality of its work are accurate and wide-ranging, and a programme of high quality training and coaching promotes consistently effective practice. Rigorous procedures to hold everyone to account for pupils' outcomes ensure an outstanding capacity to continue to achieve high levels of performance.

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

- Improve the outdoor environment in the Early Years Foundation Stage so that it matches the very high quality learning spaces across the rest of the school.

**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

## Outcomes for individuals and groups of pupils

1

All groups of pupils make outstanding progress because they receive consistently effective teaching and the exciting, practical activities help them develop very positive attitudes to learning. For example, Year 6 pupils are enthralled by an analysis of the author's choice of language in the novel 'The Kites are Flying.' They share their ideas in pairs and small groups, challenging each other's thinking about the kite as a symbol of freedom. Year 4 pupils are captivated by excellent demonstration and use of modern technology by the class teacher to introduce the concept of air resistance and gravity. As a result, from well below national expectations on entry to the school, standards are high in English, mathematics and science by the end of Year 6. Following a slight dip in outcomes in mathematics in 2009, standards have recovered, largely due to bespoke training and sharing good practice across the school. Examples abound of work of a high standard in information and communication technology (ICT), including competent use of the internet for research and well composed computer generated presentations. Standards of work in music and art are a real strength. Pupils with special educational needs and/or disabilities, the very large proportion of pupils from minority ethnic backgrounds, including Pakistani pupils and those at an early stage of learning English, also make outstanding progress. This is because their individual needs are carefully assessed and high quality individual support provided.

Pupils enthuse about their school. They work diligently and are proud to talk about what they accomplish in lessons. They say: 'We ask a lot of questions because our work is never straightforward and always interesting.' They particularly enjoy the range of 'hand on' activities, in which they can explore and experiment, often working in small groups to extend each other's views, and to reach their own conclusions. Their exemplary behaviour makes a significant contribution to their learning, as does their excellent attendance. Pupils say they feel very safe, and explain how they enjoy looking after each other. They are very confident they can always find someone to help with a problem. They have an excellent understanding of how to keep fit and healthy and take part enthusiastically in many sporting activities. Pupils' outstanding spiritual, moral, social and cultural development is very evident in their mature, reflective attitudes, and their desire to take part in musical performances, organise the school's Fair Trade shop, contribute to the publication of the local town magazine, and write poems for the annual Leeds City 'Together for Peace' initiative. Their understanding of global issues is enhanced by links with schools in Poland and Armenia.

*These are the grades for pupils' outcomes*

---

<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.

**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

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

**How effective is the provision?**

Teaching is outstanding. Features of most lessons include well-planned activities that challenge all pupils to develop their reading, writing and mathematical skills, because they are very closely matched to individual pupil's needs and couched in investigative, 'real life' situations. Pupils learn about how local democracy works through writing persuasive letters to local councilors about the need to improve local recreational facilities. They work out how much wrapping paper they will need for a Mother's Day present, by finding the surface area of a jewellery box. Their competencies in ICT are constantly challenged through research, presentation and recording assignments. Teachers' effective questions probe pupils' understanding and help to consolidate new ideas. Teaching assistants are especially well-deployed and ensure all learners are fully supported to make outstanding progress. Accurate assessments of how well pupils are doing are used to share increasingly challenging targets, and to ensure all pupils know precisely what to do to make progress towards them.

The excellent curriculum is richly enhanced by visits and visitors. It is exceptionally well-planned, interlinking a wide range of subjects that promotes all aspects of learning. The development of pupils' social and emotional learning is a strength. There are many exciting opportunities for pupils to sing, learn to play a musical instrument and perform in local events. Their global awareness and commitment to sustainable development are reflected in the excellent work on Fair Trade and studies of the lifestyles of people from different countries. An exemplary feature is the way in which families of pupils of different ethnic and religious origins are encouraged to come into school to share their experiences.

**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

Pupils receive outstanding care and support. Staff are rigorous and persistent in ensuring the highest levels of welfare and care for all pupils, especially the most vulnerable. Very good partnerships with the local Children's Centre, local primary and secondary schools, local authority and community services, really do ensure that no child is left behind.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher leads the school exceptionally well. She is inspirational in setting a very clear direction and tone for the school's work, and is ambitious on behalf of all young people and families in the local community. Beecroft must simply 'be the best.' Senior leaders are equally aspirational. At the heart of the strong leadership and management, at all levels through the school, is an effective training programme that enables all staff to fulfil confidently their roles. As a consequence, they discharge very effectively their responsibilities for checking on the quality of teaching and learning, and making use of information on how well pupils are doing, to improve and sustain high quality provision and achievement. Self-evaluation is accurate and outcomes of monitoring are used carefully to deploy additional resources to support the performance of pupils with specific needs.

There are good systems for safeguarding pupils, including detailed procedures for assessing and eliminating risks, routinely informed by pupils' and parents' views. Support provided by key agencies is of a good quality. Governors and staff receive regular training, in particular on child protection issues. The school integrates issues about safety into the curriculum so that pupils develop a strong understanding of how to keep themselves safe.

Governors know the school very well indeed and are extremely well organised. They take a very active role in the school's self-evaluation, and are exceptionally well informed through the regular presentations and detailed information they receive on the quality of teaching and of pupils' performances. They are confident in providing high levels of professional challenge to hold senior leaders to account, and in acting upon their findings. They engage very effectively with parents and carers, pupils and the staff as a whole, and are active in ensuring that pupils and staff are safe at all times. They have an excellent understanding of the needs of the local community and promote outstanding community cohesion through well-planned partnerships with local schools

**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

and the local council, as well as direct links with individual families. The school is proactive in drawing on the rich and divergent backgrounds of the increasing proportion of minority ethnic pupils, to promote a real understanding of the importance of cultural, religious and socio-economic harmony.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The majority of children enter Nursery (Foundation Stage 1) with skills and abilities that are well below those seen nationally. By the time they enter Year 1, children's all round development is securely in line with national expectations and, for many, beyond, demonstrating the outstanding progress they make.

Home visits and effective information for parents help children make a confident start. Excellent welfare arrangements and very supportive relationships ensure that children feel very safe and secure and settle quickly. The stimulating indoor environment ensures that children have a variety of interesting and creative activities which sustain their interest, help to develop their self-esteem and provide pleasure in learning new skills. However, outdoor provision, particularly in the Nursery, is not of the same high quality. Resources are not sufficiently varied and vibrant to ignite children's curiosity and fuel their imagination.

Nonetheless, across the provision as a whole, children play well, independently of adults, becoming active and inquisitive learners. Staff are extremely well led and work very effectively as a team. They intervene well to boost children's learning, support their language development and get them thinking for themselves. They are particularly



**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

astute in observing, noting and recording children's key developments in a systematic manner. Information on children's starting points, and outcomes throughout the Nursery and Reception are rigorously used to check progress and plan consistently for challenging activities.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Over half of parents and carers returned the inspection questionnaire. An exceptionally large majority is overwhelmingly positive about all aspects of the school's work. Almost all confirm that their children enjoy school and are well cared for. A very small proportion of questionnaires contained criticisms. There is no pattern to these and inspectors judge that these individual concerns are not representative of the school's overall provision. The school's own regular surveys of parents, carers and pupils provide similarly positive feedback. Parents and carers of pupils who move to the school during the course of their primary education are particularly appreciative of everything the school offers. They typically comment: 'How lucky we are to have found such a caring and welcoming school.'

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

Ofsted invited all the registered parents and carers of pupils registered at Beecroft 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 167 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	66	50	30	4	2	0	0
The school keeps my child safe	125	75	39	23	2	1	0	0
The school informs me about my child's progress	93	56	65	39	7	4	0	0
My child is making enough progress at this school	108	65	58	35	0	0	0	0
The teaching is good at this school	119	71	45	27	1	1	1	1
The school helps me to support my child's learning	112	67	49	29	4	2	0	0
The school helps my child to have a healthy lifestyle	95	57	66	40	2	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)	90	54	64	38	2	1	0	0
The school meets my child's particular needs	92	55	69	41	2	1	1	1
The school deals effectively with unacceptable behaviour	112	67	45	27	4	2	2	1
The school takes account of my suggestions and concerns	88	53	68	41	6	4	2	1
The school is led and managed effectively	112	67	49	29	3	2	1	1
Overall, I am happy with my child's experience at this school	115	69	45	27	3	2	1	1

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"> <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.**



6 March 2010

Dear Pupils,

Inspection of Beecroft Primary School, Leeds, LS4 2TF

Thank you for your very warm welcome when I inspected your school with my colleagues. The whole inspection team really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what we found out.

You should be really pleased because we agree with your views and judge your school to be outstanding. You should also be proud because you are very polite, extremely well-behaved, and very supportive of each other. You have an excellent knowledge of how to stay healthy and safe. Adults look after you so well that you feel confident to ask them for help at all times. You told us that lessons were exciting and interesting, and we agree with you. You learn a lot from the investigative and 'real life' experiences that your teachers regularly plan for you and you make really good use of computers to enhance your work. The quality of your achievements in art and music is exemplary.

Your headteacher leads your school extremely well with the support of all the staff and governors. They make sure you are happy and you learn very well indeed. You make an excellent start in the Early Years Foundation Stage, and across Years 1 to 6 you work exceptionally hard and make overall outstanding progress. As a result, you attain standards that are high for your age by the end of Year 6. This is because you receive excellent teaching.

There is one area for improvement that we found. We have asked your school to ensure that the outdoor learning environment in the Nursery and Reception areas is as stimulating and exciting as the indoor spaces. You can all help in sustaining the excellent education that Beecroft provides by continuing to attend daily, reaching your targets and supporting each other. I wish you every success in the future.

Yours sincerely,

Dr Andrew Swallow

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**