

Inspection of Beecroft Primary School

Eden Way, Leeds, West Yorkshire LS4 2TF

Inspection dates: 28 and 29 November 2023

| Overall effectiveness | Outstanding |
|------------------------------|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Early years provision | Outstanding |
| Previous inspection grade | Outstanding |

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2010. The school received a curriculum and development visit under section 8 of the Act in September 2011.

What is it like to attend this school?

This is a school that has huge ambition for pupils. Pupils join the school from a variety of different backgrounds, but all receive an education that provides them with the best possible start in life.

Pupils make exceptional progress through the curriculum. Pupils rapidly learn to read and develop an expansive vocabulary. They develop an excellent understanding of how their knowledge can be applied across different subjects. In the words of one pupil, 'It's like a spider diagram – everything links together.'

Pupils are extremely well behaved, polite and well mannered. Pupils have an appetite for learning. They have a real pride in their school and have opportunities to lead and support others. For example, pupils who are members of the Art Council manage a budget and have bought resources to help enthuse other pupils about creative subjects.

Pupils never miss a learning opportunity. For example, pupils are given a budget to make and sell items for local charities, such as St. George's Crypt. They then analyse sales data to see how they could improve profits and the amount of money raised.

Pupils are safe at the school. They learn how to keep themselves mentally and physically healthy, and they know where they can seek support if needed.

What does the school do well and what does it need to do better?

The school has developed a curriculum that has the highest ambitions for pupils. Leaders constantly evaluate, refine and improve the curriculum, which goes well beyond statutory content. Leaders are determined that all pupils, including those with special educational needs and/or disabilities (SEND), are included and participate in all aspects of the curriculum and wider school life. Leaders ensure that the curriculum begins in early years and that children quickly grasp essential knowledge. This unlocks the ambitious learning opportunities in subsequent years.

The school uses an evidence-based 'five-a-day' approach to teaching and learning. Pupils are assessed during learning activities. Gaps in knowledge are quickly identified and addressed. Pupils regularly revisit learning through recaps, rehearsals and quizzes. As a result, pupils make rapid progress through the curriculum and develop highly detailed knowledge and understanding. For example, pupils in Year 4 can explain complex science phenomena such as changes in states of matter. They can accurately use subject-specific vocabulary.

Teachers are well trained and knowledgeable about the range of subjects they teach. Teachers skilfully provide opportunities for pupils to apply learning across a range of subjects. As a result, pupils remember and apply their knowledge. For example, children in early years learn vocabulary that helps them to understand geography. They then create imaginary maps, using stories as a stimulus. Pupils in

older year groups apply design and mathematical skills to create scaled three dimensional models of mountains.

The school prioritises reading and the development of vocabulary. Children in early years have access to dual language books, which ensures that language is no barrier to developing an early love of reading. Children enjoy story time sessions, rhymes and songs. By engaging in role play linked to stories, children practise new vocabulary with expression. Pupils in older year groups read fluently and show enthusiasm about the books they are reading.

Pupils make exceptional progress with reading. Weaker readers are immediately identified and receive additional support. Phonics sessions are consistently well taught and allow pupils to develop their speech, language and understanding. Pupils quickly learn to transcribe letters and words accurately. They learn to review, revise and proofread their work regularly.

Pupils' behaviour is impeccable. Routines are well established, and expectations are reinforced consistently by all staff. Pupils are taught expectations from the early years upwards. Children in early years sit quietly and listen attentively. Pupils self-regulate their behaviour well. For example, pupils in the dining hall take pride in their surroundings and tidy areas without being prompted. Pupils enjoy learning, and almost all attend school regularly.

Pupils benefit from an outstanding programme of personal development. They learn about a range of pertinent topics such as bullying, democracy and positive and negative influences. Pupils can explain differences and similarities between various world religions. They can explain how to keep themselves safe online. All pupils participate in a vibrant selection of extra-curricular activities, such as arts and crafts, cricket and drama. The school links the curriculum to personal development in imaginative ways. For example, pupils at an enterprise club use design and technology to produce keyrings and bug hotels, which are then sold to support the local homeless shelter. Pupils take on active leadership roles and influence the school. For example, pupils belonging to the school council have worked with leaders to revise the school's behaviour policy.

Leaders are innovative and relentless in removing all possible barriers to pupils' learning. More experienced leaders coach teachers with less experience to develop their skills. Staff are proud to work at the school and have a good work-life balance. Governors provide effective challenge and support for school leaders.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 107883 |
| Local authority | Leeds |
| Inspection number | 10255652 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 315 |
| Appropriate authority | Local authority |
| Chair of governing body | Steve Harris |
| Headteacher | June Turner |
| Website | www.beecroft.leeds.sch.uk |
| Date of previous inspection | 4 and 5 March 2010, under Section 5 of the Education Act 2005. |

Information about this school

- The most recent graded inspection of the school took place in March 2010 under section 5 of the Education Act 2005, where the school was judged to be outstanding.
- The school is a National Support School. The headteacher is a National Leader of Education.
- The school provides a breakfast club and an after-school club.
- The school does not use any alternative providers of education.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, staff and pupils. They met with leaders from the local authority.
- Inspectors carried out deep dives in these subjects: reading, science, mathematics, physical education and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons and considered how the needs of disadvantaged pupils and pupils with SEND were addressed. They observed pupils at various times of the school day.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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His Majesty's Inspector

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