

Inspection of Beeston Primary School

Town Street, Leeds, West Yorkshire LS11 8PN

Inspection dates: 10 and 11 November 2022

Overall effectiveness	Good
<hr/>	
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Children are at the very heart of everything at Beeston Primary School. Leaders make sure that all decisions are made in the best interests of the pupils. They are ambitious and have designed a curriculum that prepares pupils well for the next stage of their education. Children in the early years get off to the best possible start to their education.

There are high expectations of behaviour and pupils meet these expectations. They go out of their way to make visitors welcome. They are courteous, polite, cheerful and hold doors open for adults. In lessons, pupils are attentive and motivated. Adults are vigilant in ensuring that they maintain this focus. Pupils report that there is no bullying and they are confident that adults would deal with any issues should they arise. Pupils describe school as a safe and happy place to come to.

Leaders have a deep understanding of the community that the school serves. Their knowledge of the community informs their plans, resulting in a rich curriculum that extends beyond the academic. There is a varied and extensive extra-curricular offer that has been shaped by the views of pupils and parents. Pupils also have many opportunities to develop leadership roles and to become role models to others.

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

Leaders have prioritised reading. They promote a love of reading with books celebrated and conspicuous in every part of the school. Children get off to the best possible start in learning to read in the early years. There are efficient systems for checking pupils progress in reading. This means that if pupils fall behind, teachers identify them and support them to keep up. Leaders with expertise in reading provide excellent support to colleagues, this ensures that pupils get the best possible learning opportunities.

Subject leaders are passionate and knowledgeable. They have developed an ambitious curriculum that is well sequenced and allows pupils to learn the important knowledge that they need to be well prepared for the next phase of their education. Leaders have developed and introduced an approach to teaching that is consistently applied across school. However, sometimes, teachers are more concerned with how to teach rather than what to teach. When this happens, the important knowledge that children need to learn can be overlooked.

Teachers use a range of strategies to check that pupils are remembering important facts and knowledge. This helps them to identify any gaps and plan next steps. The curriculum in the early years is rich and tailored to the children's individual needs. As a result, children make excellent progress and are well prepared for key stage 1. The leader for special educational needs is highly effective in her role. Pupils with special educational needs and/or disabilities (SEND) are supported very well. There are high expectations for pupils with SEND and they make good progress in line with their peers. Teachers adapt the curriculum to best meet their needs.

Leaders are committed to the development and support of staff. Staff report how happy they are to work at the school. Staff training is a priority and is planned to meet their needs as well as aligning with school development priorities.

The learning environment is vibrant and engaging. This is particularly true in the early years, where well-considered activities and experiences are provided for children to access both indoors and outdoors. The curriculum in early years provides no limits or barriers to the children's achievements, regardless of their backgrounds or abilities. Children thrive and enjoy positive relationships with adults. There are clear routines. These help the children move between activities or around the school, often accompanied by familiar songs and rhymes.

Leaders recognise the importance of pupils' personal development. The extensive personal development offer reflects the needs of the community. For example, the school works with local organisations, such as Natwest Bank and Leeds United Football Club. Pupils are supported to develop strength of character and be inspired to be the best they can be. There is a strong commitment to improve the life chances of the most vulnerable pupils. Leaders' focus on nurture and high-quality pastoral support enables these pupils to flourish.

Governors understand their roles and provide appropriate challenge and support to school leaders. They know the school as they make focused, linked visits to further understand leaders' decisions and actions. They have a wide range of appropriate skills. They are mindful of staff workload and ensure that leaders' well-being is carefully considered.

Safeguarding

The arrangements for safeguarding are effective.

There is a relentless commitment to ensuring that pupils are safe. A strong culture of safeguarding has been established. All staff are well trained and kept up to date with safeguarding issues. The approach to reporting and recording concerns is rigorous and record keeping is meticulous. Robust systems are in place to ensure that appropriate checks are made when staff are recruited. Leaders work well with other agencies where necessary. Pupils learn about how to keep themselves safe, including when using technology. The designated safeguarding lead is passionate, knowledgeable, and fully committed to her role.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the implementation of the curriculum is too focused on how to teach content rather than the content itself. As a result, pupils do not secure the vital knowledge they need to know. Leaders should ensure that pedagogy is closely matched to curriculum content.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107946
Local authority	Leeds
Inspection number	10227242
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	680
Appropriate authority	The governing body
Chair of governing body	Andrew Scopes
Headteacher	Nick Edensor
Website	www.beestonprimaryschool.co.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The school does not use alternative provision.

Information about this inspection

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

This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.

- Inspectors met with the headteacher, other senior leaders, the chair of governors and other members of the governing body.
- Inspectors conducted deep dives in reading, mathematics, science and computing. During deep dive activities, inspectors met with subject leaders, considered curriculum planning from early years through to Year 6, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils work.

- Inspectors spoke to pupils about their learning and heard pupils read with familiar adults.
- Inspectors spoke to pupils and staff at breaktime and during lunch and in separate focus groups.
- Inspectors reviewed documentation, including school improvement plans, minutes of meetings of the governing body, documents linked to pupils with SEND, records of behaviour and exclusions, and safeguarding records.
- Inspectors considered the responses to the Ofsted Parent View survey, including any free-text responses. Inspectors also spoke to parents at the beginning and end of the school day.
- Inspectors met with the designated safeguarding lead to consider how staff log concerns and the actions that leaders take in response. Inspectors also met with a range of staff about the training that they have received for safeguarding.

Inspection team

Dughall McCormick, lead inspector	His Majesty's Inspector
Angela Spencer-Brooke	Ofsted Inspector
Becky Austwick	Ofsted Inspector
Dom Brown	Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022