

Inspection of a good school: Bewley Primary School

Low Grange Avenue, Billingham, Cleveland TS23 3LH

Inspection dates:

26 and 27 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The executive headteacher of this school is Maria Carlton. The school is part of The 1590 Trust which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Louise Spellman, and overseen by a board of trustees, chaired by Eileen Martin.

What is it like to attend this school?

Pupils who attend Bewley Primary School are taught to be 'bright, proud and successful' from the moment they arrive. They demonstrate these attributes every day in their attitudes and achievements. Staff expect pupils to try hard and show resilience. Pupils rise to this challenge. Pupils achieve extremely well here, including disadvantaged pupils.

Pupils behave exceptionally well. They have high expectations of each other's behaviour. They co-operate with each other and treat each other kindly. The warm and positive relationships between staff and pupils are obvious. All pupils explain how teachers help them to be safe and happy. Pupils understand that the adults in school want the best for them.

Pupils, parents and staff are extremely proud to be members of this school community. Pupils take pride in all their successes. They enjoy recognising each other's talents in weekly celebration assembly. Parents describe how their children develop in confidence and flourish. Pupils have a 'Bewley passport' that outlines the experiences that they will have each year. These experiences cover life skills and cultural experiences, for example cooking outdoors, growing their own food and visiting a new city.

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

The school has created a rich and ambitious curriculum that encompasses a depth of knowledge and breadth of experiences. Across subject areas, the schools' ambition for pupils is evident. The school has carefully considered what pupils will learn. This learning is then organised so that what pupils learn in one subject is supported by links to other subjects. For example, pupils' learning in maths is reinforced by calculating heart rates in physical education (PE). This structured curriculum is enriched by experiences and trips outside the classroom. These bring learning to life for pupils. The school is taking part in the international River of Hope project, combining pupils' learning in geography and art.

The school has nurtured a love of reading. Books are a fundamental part of pupils' experience at Bewley. There are strong routines in place that encourage and reward reading. Pupils of all ages enjoy discussing their favourite authors and the stories they love. Children in the early years retell stories they have learnt off by heart. Pupils learn to read well. Pupils who find reading more difficult are effectively supported to keep up with their peers. Adults ensure that pupils make rapid progress in learning to read.

Teachers introduce new content clearly and regularly check what pupils know and understand. Pupils have plenty of opportunities to practise what they have learned. Lessons are well designed so that pupils can secure and then build on what they have learned before.

Pupils with special educational needs and/or disabilities (SEND) benefit from high-quality teaching and additional support where necessary. The school has the same high aspirations for all pupils, including those with SEND. Leaders ensure that pupils with SEND access the same ambitious curriculum alongside their peers. Adults skilfully provide the right level of support to allow pupils with SEND to achieve, whilst also building their independence.

The school has consistently high expectations of pupils' behaviour and engagement in lessons. Pupils understand these expectations and live up to them. Pupils are enthused in classrooms and show a love for learning. The school has focused on developing pupils' oracy. Pupils confidently discuss and share ideas with their peers. They are articulate when talking about their learning.

The school is committed to the development of the whole child, beyond what they learn in the classroom. The school provides pupils with opportunities that broaden their horizons. Some pupils are learning operatic singing in connection with the Royal Opera House in London. The school has designed a range of opportunities to build leaders for the future. Pupils of all ages are encouraged to take on leadership roles. Pupils relish the opportunities they have to contribute to the wider life of the school. From playground crew to the leadership council, pupils take their positions of responsibility seriously.

Staff are extremely proud to work here. They explain being supported and inspired by leaders. Staff describe working here as being part of the 'Bewley family'. They believe their workload is considered and their opinions are valued. Trustees and governors maintain strong oversight of the school. They support leaders to ensure that pupils and staff at Bewley continue to excel.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

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

Unique reference number	147435
Local authority	Stockton-on-Tees
Inspection number	10297483
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	Board of trustees
Chair of trust	Eileen Martin
Executive Headteacher	Maria Carlton
Website	www.bewleyprimary.org.uk/
Date(s) of previous inspection	Not previously inspected

Information about this school

- Bewley Primary School joined the 1590 trust in 2019.
- The school uses no alternative provision.

Information about this inspection

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

- This is the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, the head of school, the assistant headteacher and leaders from the trust including the CEO and deputy CEO. They also met with the special educational needs and disabilities coordinator (SENDCO) and the trust lead for SEND. The inspector also met with representatives from the trust, including the chair and representatives from the governing body, including the chair.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector 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.

- The inspector also discussed the curriculum and assessment systems in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector also met with staff responsible for attendance and personal, social, health and economic education.
- The inspector observed the behaviour of pupils at social times.
- The inspector took account of responses to the staff survey. They also considered responses to Parent View, Ofsted's online questionnaire.

Inspection team

Katie Spurr, lead inspector

His Majesty's Inspector

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