

Inspection of Beechwood Primary School

Kentmere Avenue, Seacroft, Leeds, West Yorkshire LS14 6QB

Inspection dates:	11 and 12 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness 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 April 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Beechwood is a warm and welcoming school. Staff and pupils listen to and respect one another. Pupils know who to talk to if they are worried or upset. They are confident that adults will help them if they have a problem. The school teaches pupils to help themselves by developing their resilience, creativity and other 'superpowers'.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils enjoy the engaging and exciting learning opportunities provided by the school. Carefully planned thematic study units, such as 'Food of Many Nations', 'Ghana' and 'Local Community', encourage pupils to take an interest in the world around them. The school brings learning to life with a range of high-quality visits, visitors and experiences. Over time, pupils achieve exceptionally well.

The school encourages and expects good behaviour. Clear and consistent routines help to maintain a positive and calm atmosphere for learning. As a result, most pupils behave well. They are polite and try hard. Those who struggle to manage their own behaviour are supported well.

All pupils benefit from well-considered opportunities to learn more about the local, national and global community through close links with other schools. The school's climate curriculum encourages pupils to learn about community responsibility through litter picking and recycling.

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

Pupils benefit from an ambitious and exceptionally well-organised curriculum. From early years, teachers identify essential knowledge for pupils' next steps. They adapt lessons to support and encourage all pupils, including those with SEND, to deepen their learning. Lessons are carefully sequenced, and teachers use a range of approaches to make learning memorable. This enables pupils to make strong connections within and across a range of subjects. For example, pupils studying 'The Victorians' in history also learn about the celebrated designer William Morris in art.

The school prioritises reading. Access to well-resourced school libraries encourages pupils to enjoy books. Teachers develop pupils' vocabulary by reading and talking about carefully selected books. Pupils also enjoy songs and rhymes. The teaching of reading is highly effective. Staff are well trained, confident and consistent in following the school's chosen phonics programme. Pupils become confident and fluent readers, reading books matched to the sounds that they know. Pupils who find learning to read more difficult are swiftly identified and supported. Over time, pupils are taught to read with deep understanding. By Year 6, they are well prepared for reading in secondary school.

Children's skills and abilities can vary considerably when they first start school. An increasingly high number of children have complex needs. The early years curriculum is well considered. Adults engage skilfully with children as they play. Staff expertly support children to extend their speaking, listening and physical development. Indoor and outdoor

learning activities are purposeful and engaging. Routines and expectations for learning are well established for the majority of children. Making sure that the widely varying and individual needs of all children are consistently met is challenging. The school has already taken steps to adapt the provision and develop the expertise of staff. However, the individual needs of some children are not yet fully understood by all staff.

Pupils understand the importance of good attendance. The school provides support for families who need extra help to improve attendance and punctuality. As a result, attendance is improving over time.

The depth and scope of the curriculum for personal development is exceptional. The school has ensured that personal development is at the heart of the formal curriculum. The school's well-planned programme of visits and visitors brings learning to life. Many of these are intentionally focused on promoting diversity and extending pupils' understanding of community. For example, annual visitors from the Mayo College in India, collaboration with Northern Ballet and special events such as interfaith week enrich the curriculum. 'Golden opportunities', such as residential visits throughout key stage 2, guarantee pupils' access to a rich range of experiences.

The school develops the character and resilience of pupils in impressive ways. Strong pastoral support enhances pupils' well-being and mental health. Pupils learn to see themselves as global citizens, valuing respect and tolerance of others. They contribute to their local community through initiatives such as 'Green Group'. Pupil leadership opportunities include representation on the school council, attendance ambassadors and librarians. Pupils know how to keep themselves and others safe online.

The school embodies a culture of continuous improvement. Despite consistently strong outcomes, there is no complacency. Leaders use research and collaboration with other schools to reflect on practice. Staff receive high-quality training and mentoring. Staff appreciate the way leaders manage their workload and support their well-being. Governors are committed to the development of the school. They challenge leaders to ensure that the actions taken benefit all pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The systems put in place to support pupils with the most complex needs, especially in the early years, are not sufficiently understood by all staff. This means that the support for these pupils does not routinely meet their needs. The school should refine and clarify the support these pupils receive to ensure that they learn and achieve well.

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	107920
Local authority	Leeds
Inspection number	10346209
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair of governing body	Amanda Casey
Headteacher	Sarah Lanforth
Website	www.beechwoodprimaryschool.co.uk
Dates of previous inspection	31 March and 1 April 2015, under section 5 of the Education Act 2005

Information about this school

- The school appointed a new headteacher in January 2020.
- The leadership of the governing body has changed since the last inspection.
- The school currently makes use of one registered alternative provider.
- The school is part of The Leeds East Primary Partnership.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 and other leaders from the school.
- Inspectors met with representatives of the governing body and the local authority school adviser.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art, history and computing. 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 also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour in class, around the school and during social times. They held discussions with leaders about behaviour and attendance.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of staff and pupils to gain their views about the school.

Inspection team

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