

New Bewerley Community School

Address: Bismarck Drive, Beeston, Leeds, Leeds, West Yorkshire, LS11 6TB

Unique reference number (URN): 121791

Inspection report: 6 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders' work to improve attendance is highly effective. Overall attendance is close to national averages and improving. The above average attendance of disadvantaged pupils is evidence of the impact of leaders' precise actions. For example, leaders used targeted family support effectively. Attendance for pupils with special educational needs and/or disabilities (SEND) is also improving, reflecting leaders' proactive work. Persistent absence is reducing across all groups. Leaders treat attendance as a whole-school priority. They use data rigorously and deploy well-trained staff to sustain improvement. Their approach is systematic and embedded in the school's culture.

Leaders have established high expectations for pupils' behaviour. Pupils' respectful, kind conduct reflects the consistency with which staff apply these expectations. Pupils behave well. Pupils show respectful attitudes to each other. Pupils' attitudes to learning are typically positive. Pupils who need additional guidance to make positive behaviour choices receive effective support from staff, including pupils with SEND in the rainbow room provision.

Bullying is not tolerated; pupils know how to report concerns and trust staff to act swiftly. Suspension rates have reduced over time. This indicates that the school's approach continues to improve behaviour.

Early years

Expected standard 

Leaders have a clear and ambitious vision for early years. They ensure that children get a sound start to their education. Leaders have put in place a well-sequenced curriculum that sets out what children will learn. They provide extra support for children who need it. Staff use their conversations with children to extend language and vocabulary skills. They help children to understand new words by linking them to familiar experiences.

The school prioritises communication and language development. Staff ensure that children who need extra practise to develop their language skills get the right support. Drawing and other finger and hand strengthening activities prepare children well for writing. Reading is central to the curriculum. Teachers introduce phonics from the start in Reception. Staff expertise to teach phonics well is developing but not yet consistent.

The school prioritises supporting children's rapid progress in personal, social and emotional development. Staff work closely with parents to support children to build their self-esteem. The impact of this approach is evident in children's ability to share, take turns and engage confidently in activities.

Children show deep concentration and perseverance in tasks, demonstrating their readiness for Year 1. They are securing strong foundations in reading, writing and mathematics for future learning.

Inclusion

Expected standard 

New Bewerley is a highly inclusive school, where the needs of vulnerable pupils are prioritised. The school provides education for higher than average proportions of pupils with special educational needs and/or disabilities (SEND). Leaders have ensured that key staff have the knowledge and skills to coordinate support for pupils with SEND. School leaders have rightly prioritised training more staff to lead on SEND in order to make a greater difference to pupils.

The school has clear processes that swiftly and accurately identify any pupils with additional needs, including pupils with SEND. The school has high expectations for all pupils, including those with barriers to their learning. The 3 SEND provisions in the school, the nest, the learning tree and the rainbow room, effectively cater for pupils with a range of SEND. Leaders and staff keep a careful eye on pupils' progress and set them aspirational goals. Leaders make skilful adaptations to the support that pupils receive to help them to achieve these goals but these are not consistently put in place as well as leaders intend.

The school uses additional funding to address the practical and emotional barriers to learning that some disadvantaged pupils face. Leaders invest in well-judged interventions that help pupils close gaps in their reading, writing and mathematics knowledge. Leaders' actions are having a tangible, positive effect on pupils' attendance, engagement and progress.

Leadership and governance

Expected standard 

Governors and leaders work effectively together so that decisions consistently prioritise pupils' learning and wellbeing. Leaders have a clear understanding of the school's strengths. They have rightly prioritised improvements in behaviour, attendance and the curriculum to work towards the school's vision of supporting 'every child, every day'. Leaders, at all levels, have an accurate understanding of the school's areas for development. There are robust plans to make further improvements .

Senior leaders demonstrate high expectations and professionalism. Their rationale for change, such as adopting a new phonics scheme, reflect bold decision-making in pupils' best interests. Staff have high expectations of what pupils, including those with special educational needs and/or disabilities can achieve.

Governance is effective. Governors understand and meet statutory duties. They hold leaders to account through their challenge and support.

Leaders give staff well-planned training that is linked to the school's improvement priorities. Early career teachers receive support that meets their needs. This is helping to create a more consistent approach to teaching across the school.

Leaders have managed staff's workload and wellbeing effectively during significant staffing changes. Consequently, staff morale is positive.

Leaders work closely with the local authority and nearby schools. This helps leaders better understand the community they serve.

Personal development and wellbeing

Expected standard 

The school's renewed personal development programme is developing pupils' resilience, confidence and motivation.

Pupils gain an age-appropriate understanding of healthy relationships through the carefully constructed relationship and sex education programme. Pupils also gain an age-appropriate understanding of risk. For example, expert input from external agencies gives pupils appropriate insights into the dangers of knife crime and gang culture.

The 'NB60' programme establishes the school's commitment to providing 60 rich, exciting experiences for all pupils. This sets out a range of suitable opportunities to broaden and develop pupils' talents and interests. It helps to broaden their cultural understanding of the world beyond Beeston. Leaders ensure that wider opportunities are available to all pupils, including those with special educational needs and/or disabilities who enjoy the bespoke 'NB30' programme.

Leaders have ensured that staff have the expertise to provide pupils with high-quality pastoral support. For example, the dedicated inclusion team, alongside other staff, spot pupils who would benefit from therapies and put these in place. Pupils are confident to access support when they need it.

Pupils learn about staying safe on and offline. Road safety and pedestrian training are particularly important, as the school is located on the corner of a busy street.

The school's offers a range of extra-curricular clubs, such as gardening, sport, art and cookery. Leaders use their checks to ensure that pupils, including disadvantaged pupils, access and benefit from these opportunities.

The school values and celebrates diversity. Pupils learn about and from each other, for example, in understanding classmates' different faiths and beliefs. Pupils gain an increasingly mature understanding of, and respect for, protected characteristics and fundamental British values.

Needs attention

Achievement

Needs attention 

Over time pupils, including those who are disadvantaged, have not achieved as well as other pupils nationally. This has been evident in outcomes at the end of key stage 2, the phonics screening check and the multiplication tables check.

By the time pupils leave the school, their achievements in reading, writing and mathematics are below the standards achieved by pupils nationally. Over time, the achievement of

disadvantaged pupils and those with barriers to their learning is not as good as other disadvantaged pupils nationally.

Pupils find it difficult to remember what they have previously learned in subjects, such as science and history. This impacts on their ability to use subject-specific vocabulary to make links across the curriculum.

Leaders have started to take appropriate action to improve achievement. However, the improvements underway are not reflected in outcomes for pupils.

Curriculum and teaching

Needs attention 

Inconsistencies in how well the curriculum is taught means that some pupils find it difficult to retrieve essential knowledge. Across the curriculum, assessment is not used effectively to identify and close gaps in knowledge for pupils.

Leaders demonstrate a clear understanding of the need to improve the quality of the curriculum and teaching. They have effectively redesigned the curriculum since the last inspection. The curriculum is broad, balanced and connected to make it relevant to its pupils. It is designed to enable pupils to build on prior learning,

Leaders have strengthened phonics teaching through the introduction of a new early reading strategy. These actions are appropriate but at an early stage, so impact on national outcomes is not yet evident. Leaders provide training to develop teachers' phonics knowledge, which is reflected in some teaching but this is variable across the school.

Leaders work is more advanced in some subject areas. Where this is the case, teachers model concepts well. This academic year, some foundational letter formation practise has been effective. However, some inconsistency remains as pupils are not applying the correct letter formation in subjects, such as history and science. The variability in curriculum and teaching quality means that provision for pupils with special educational needs and/or disabilities is also inconsistent.

What it's like to be a pupil at this school

Known within the community as a 'hub of hope', New Bewerley offers a place where pupils belong and are aspirational for their futures. It is a highly inclusive school, where pupils are welcomed and attend regularly. Staff know pupils and their families well. They use this knowledge to work to remove the barriers to learning or wellbeing that pupils face.

Relationships between staff and pupils are positive. This ensures that pupils behaviour is supported effectively. Pupils treat each other with respect. Typically, pupils behave well and follow the school's high behaviour expectations. Bullying is rare. Staff take pupils' concerns seriously and act swiftly to resolve their worries.

The school has effective arrangements in place to support pupils with special educational needs and/or disabilities. Pupils have positive attitudes to their learning. They are keen to

acquire new knowledge. However, sometimes teaching does not help pupils to learn what they need to know. Some pupils find it difficult to remember what they have been taught. They have gaps in their knowledge. Over time, the attainment of many pupils is not as high as other pupils nationally.

The school provides a range of deliberate and well-chosen educational visits that complement the school's curriculum. These visits live long in pupils' memories. For example, the visit to the waterworks helps pupils to understand the water cycle in geography. The school has carefully considered the range of experiences pupils will enjoy while at school. These 'NB60' experiences unite pupils and help foster a strong sense of belonging. Memorable experiences include cooking a meal and visiting a beach.

Pupils are safe. Pupils use the school's worry boxes or confide in a trusted adult if they have a concern. Leaders are tenacious in ensuring that families, where necessary, receive the right support from external agencies.

Pupils are passionate about their leadership roles, such as a 'diversity developer' or 'green team' member. They enact these roles with an air of conviction and responsibility.

Next steps

- Leaders should ensure that pupils across the school secure and consistently apply key reading, mathematics and writing skills.
 - Leaders should ensure that staff use assessment well to make adaptations to their teaching.
 - Leaders should ensure that all pupils, including those who are disadvantaged across all key stages, achieve broadly in line with national expectations.
 - Leaders should further develop the teaching of phonics so that pupils swiftly learn to read accurately.
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About this inspection

The co-chairs of the board of governors in this school are Neil Rhodes and Nothabo Changwe-Dube.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior leaders, members of the full governing body and the local authority representative during the inspection.

The inspectors confirmed the following information about the school:

The school includes provision for 20 pupils with complex needs in a specially resourced provision called the rainbow room.

The school makes use of one alternative provision.

The school has undergone a significant change since the last inspection. There has been significant staff turnover since 2023.

Headteacher: Juli Aldwinkle

Lead inspector:

Alison Stephenson, His Majesty's Inspector

Team inspectors:

Marcus Newby, His Majesty's Inspector

Michele Costello, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

School and pupil context

Total pupils

378

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

47.35%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.50%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.07%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, PD - Physical Disability, MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	35%	61%	Below
2024/25 (revised)	39%	62%	Below
2023/24 (final)	36%	61%	Below
2022/23 (final)	32%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	74%	Below
2024/25 (revised)	58%	75%	Below
2023/24 (final)	58%	74%	Below
2022/23 (final)	40%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	72%	Below
2024/25 (revised)	54%	72%	Below
2023/24 (final)	42%	72%	Below
2022/23 (final)	47%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	73%	Below
2024/25 (revised)	56%	74%	Below
2023/24 (final)	51%	73%	Below
2022/23 (final)	50%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	28%	46%	Below
2024/25 (revised)	29%	47%	Below
2023/24 (final)	29%	46%	Below
2022/23 (final)	26%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	62%	Below
2024/25 (revised)	45%	63%	Below
2023/24 (final)	50%	62%	Below
2022/23 (final)	29%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	59%	Below
2024/25 (revised)	45%	59%	Below
2023/24 (final)	38%	58%	Below
2022/23 (final)	35%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	60%	Below
2024/25 (revised)	52%	61%	Close to average
2023/24 (final)	47%	59%	Close to average
2022/23 (final)	48%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	28%	68%	-40 pp
2024/25 (revised)	29%	69%	-40 pp
2023/24 (final)	29%	67%	-38 pp
2022/23 (final)	26%	66%	-41 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	80%	-38 pp
2024/25 (revised)	45%	81%	-36 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	29%	78%	-49 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	78%	-38 pp
2024/25 (revised)	45%	78%	-33 pp
2023/24 (final)	38%	78%	-39 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	35%	77%	-42 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	80%	-31 pp
2024/25 (revised)	52%	81%	-29 pp
2023/24 (final)	47%	79%	-32 pp
2022/23 (final)	48%	79%	-31 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.9%	13.3%	Close to average
2023/24 (3 term)	16.9%	14.6%	Close to average
2022/23 (3 term)	26.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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