

Beeford Church of England Voluntary Controlled Primary School

Main Street, Beeford, Driffield, YO25 8AY

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although pupils' attainment is improving, it is still low at the end of Year 2, particularly in writing.
- Not enough pupils are reaching the higher levels in their work because activities in some lessons are too easy, particularly for the more able.
- Less attention is given to the development of pupils' independent skills because in some lessons teachers tightly control what pupils do.
- Pupils' progress, particularly in mathematics and writing, is not uniformly good in all year groups.
- In mathematics pupils are not always encouraged to use and apply their knowledge in problem-solving situations.
- While improving significantly across the school, not all teaching is good. It is not yet leading to all pupils achieving well over time.

The school has the following strengths

- The school takes great care of its pupils, especially those whose circumstances might put them at risk. There are strong, supportive relationships which help pupils to thrive.
- Pupils' positive attitudes and their typically good behaviour make a strong contribution to their learning. They have clear values of honesty, respect and tolerance for others.
- Current leaders, including governors, are working effectively to improve the school. They are very clear about the direction the school must take to improve further.
- There are examples of good teaching with elements of outstanding practice within the school.
- Children in the Early Years Foundation Stage get off to a good start and make good progress from their starting points.
- The headteacher is leading the school very well and has been highly instrumental in ensuring that pupils are beginning to make better progress than previously.
- Parents agree that the school is improving well. They are highly positive about the support their children receive, particularly for pupils with special educational needs.
- Attendance has improved and is now close to the national average.

Information about this inspection

- The inspector held meetings with staff, a group of pupils, governors and a representative of the local authority.
- The inspector observed the school's work and evaluated a range of information including: the school improvement plan; the tracking of pupils' progress; and the school's documentation relating to safeguarding.
- The inspector observed teaching and learning in three lessons and parts of six lessons, and listened to pupils read. In addition, the headteacher conducted a number of joint observations with the inspector. The inspector also observed the headteacher reporting back to a member of staff on the quality of teaching and learning.
- The inspector met some parents informally at the start of the school day and took into account the responses from 14 parents to the online questionnaire (Parent View).
- During this inspection the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Steve Isherwood, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This is smaller than the average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children looked after by the local authority, pupils known to be eligible for free school meals and children from armed services families, is below average.
- The proportion of pupils identified with special educational needs through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The vast majority of pupils are White British with a very small number from minority ethnic backgrounds.
- In 2012 the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been significant changes to the leadership of the school since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or outstanding in order to raise pupils' attainment and accelerate their progress, particularly at Key Stage 1 and in writing and mathematics, by:
 - using assessment information more precisely to plan lessons which are closely matched to pupils' needs, particularly for the more able
 - increasing the numbers of pupils reaching the higher levels in their work
 - giving pupils more opportunities to use and apply their mathematical skills in solving problems
 - ensuring pupils get sufficient opportunities to use their independent and thinking skills.

Inspection judgements

The achievement of pupils

requires improvement

- Children join the Nursery and Reception classes with skills and abilities that vary but, overall, are broadly typical for their age. They get off to a good start, are well taught and settle quickly. By the time pupils leave in Year 6 their attainment is broadly average in English and mathematics. This means that the progress of pupils from their starting points is not consistently good.
- Scrutiny of pupils' work and progress data clearly show that, while attainment is currently low at the end of Year 2, particularly in writing, increasing numbers of pupils in Years 1 and 2 are catching up and making better progress than previously. This is because of improvements to teaching and increased expectations by teachers of the progress pupils should make.
- While improving, not enough pupils are reaching the higher levels in their work, particularly in writing and mathematics. This is because of variability in how assessment information is used to plan work for pupils of different abilities, and not enough opportunities are provided in some lessons for pupils to use and apply their mathematical skills in real-life, problem-solving activities.
- In reading, attainment is below average at the end of Year 2 and broadly average at Year 6. However, pupils' progress is improving because the school has done a great deal to raise the profile of reading. As a result, pupils are becoming increasingly fluent in their reading as they move through the school. The improved teaching of phonics (the regular practising of linking letters and sounds) is enabling pupils to show greater confidence in building words and blending sounds together.
- Disabled pupils and those with special educational needs are identified early and their progress is regularly reviewed. They are very well supported by skilled staff and targeted interventions. This enables them to make at least satisfactory and increasingly good progress, similar to that made by other pupils in the school.
- The achievement of pupils eligible for the pupil premium is showing signs of improving. Although caution is required in interpreting the analysis for this small cohort, the gap between their performance and other pupils in the school is narrowing. Currently these pupils are approximately two terms behind where they are expected to be in mathematics and around a term behind in English.

The quality of teaching

requires improvement

- The quality of teaching has improved well but requires improvement because of its impact over time on pupils' low attainment at age seven and because the progress pupils make from their starting points is not consistently good. The proportion of good and better lessons is increasing but needs to improve further to overcome past underachievement at Key Stage 1 and to ensure that more pupils reach the higher levels in their work.
- Although some inconsistencies remain, most of the teaching in the school is now good with elements of outstanding practice. No inadequate teaching was seen. Typically, lessons see busy pupils responding with enthusiasm to a range of interesting and exciting activities. Pupils are keen to learn new skills and answer questions readily in class.
- In the most effective lessons teachers use a good range of questioning techniques to challenge pupils' understanding well, and skilled teaching assistants help pupils to learn quickly and to build up their skills. The lessons are taught at a brisk pace and pupils learn quickly because they remain interested and on task. New skills build well on pupils' prior knowledge, links with other subjects are made clear and pupils are encouraged to make decisions about how they learn and direct their own activities.
- When the planning and teaching come together well, pupils become absorbed in their learning and are excited by the tasks in hand. For example, pupils in Years 1 and 2 made good progress

in their ability to invent an interesting story about an object by discussing and sharing their ideas with each other. This lesson confirmed how well the pupils can achieve when expectations are high and the teaching imaginative.

- Where teaching is less effective, too many worksheets are used, and not enough is expected from pupils because activities lack pace and challenge, particularly for the more able. Pupils sit and listen to teachers' explanations for too long, which reduces the opportunities for pupils to start working by themselves. In addition, in some activities, teachers control too tightly what pupils do, which limits pupils' ability to work independently and use their thinking skills.

The behaviour and safety of pupils are good

- Pupils are polite, courteous and helpful. Their enjoyment of school is reflected in their positive attitudes and improving attendance. When asked to express their views on the school they found it very difficult to think of any improvements they would like to see. There was strong praise for the high levels of care they receive and the wide range of activities on offer. They were particularly excited to tell the inspector about the school chickens, the new outdoor equipment and the school pond.
- Pupils get on well with each other. Typically, their behaviour is good around school and at playtime and has benefitted from the 'chat and chill' sessions. Pupils feel safe and they show respect and kindness to each other irrespective of age, race and disability. 'Everyone gets along here' and, 'We all know each other really well' were typical comments.
- A key feature of the school is the quality of relationships and the strong contribution that pupils make to the school. They are very keen to take on extra responsibilities such as helping to look after younger ones or becoming members of the active school council and eco-committee. They greatly enjoy the many clubs and activities on offer and are knowledgeable about issues such as fair trade and protecting the environment.
- Pupils have a good understanding of bullying and the different forms it may take. They say that the school teaches them about the dangers of each, although senior leaders correctly recognise that further discussions with some pupils around the use of homophobic language will take place. Pupils are very confident that any instances of bullying are rare and, when they do occur, are dealt with effectively by staff.
- The reason why pupils' behaviour is not outstanding is because pupils are not consistently provided with enough opportunities to take responsibility in class, make decisions about how they learn and work independently.

The leadership and management are good

- Good leadership, spearheaded very effectively by the headteacher, has been pivotal in overcoming some past difficulties regarding the leadership of the school. Much has been accomplished to turn things around and get the school to this point.
- The headteacher has a clear and determined vision for making the school the best it can be. Since her appointment in 2011 she has galvanised staff and governors in sharing a common purpose to improve the school further. Expectations have been raised, team work is strong and there is clear agreement on the action required to drive the school towards being a good school at the next inspection. As one member of staff commented, 'I now feel listened to and involved in what we are trying to achieve.' Another said, 'There has been a big improvement in the strategic management of the school; the school is a much better place to be now because we feel valued and supported.'
- Senior leaders have rightly focused on the need to raise pupils' attainment and improve the quality of learning. Decisive action has been taken already, pupils' progress is improving and their attainment is beginning to rise in reading, writing and mathematics. This demonstrates the

school's commitment to equality and to tackling discrimination.

- The school has used its small allocation of pupil premium funding wisely by investing in one-to-one tuition, small-group work and planned interventions. These activities are having a positive impact on accelerating the progress of these pupils and in raising their confidence and self-esteem.
- The curriculum has strengths in the promotion of pupils' spiritual, moral, social and cultural development through a wide range of visitors to school and visits to places of interest. These experiences add considerable enjoyment to pupils' learning and development. The curriculum is not yet good because the progress of pupils, especially the more able, requires improvement and some pupils are not always encouraged to learn independently and use their thinking skills.
- Systems to check on the quality of teaching and the performance of staff have been tightened. All teachers are provided with clear targets for improvement as required, with links to the new 'teachers' standards' and to pupils' progress.
- The school's leaders and governing body have benefitted from the effective support and guidance provided by the local authority through the school improvement officer. Good working relationships with the headteacher have been established. In-depth performance reviews on the achievement of all pupils have provided clear guidance to senior leaders and staff. Governors have found the central training useful and have appreciated the guidance given by the local authority's human resources department, safeguarding team and clerking services. The headteacher reports that training for staff is provided within the support agreement with the local authority but often comes as an extra cost and can vary in quality.
- Considering that pupils are now making better progress than previously, and along with its other strengths, including the rigorous monitoring of pupils' progress, the school is well placed to continue to improve.
- **The governance of the school:**
 - The governing body is aware of what goes on in school and the standards pupils achieve. Governors have improved their understanding of the links between pupils' progress and the quality of provision and are confident to ask challenging questions of the headteacher and senior staff. They know what is being done to improve the school and about teachers' pay. Statutory responsibilities to safeguard and protect pupils meet requirements. Governors ensure that all staff have been vetted and trained appropriately to keep pupils safe and free from harm.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117969
Local authority	East Riding of Yorkshire
Inspection number	412140

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Hilary Winterbottom
Headteacher	Michelle Bell
Date of previous school inspection	7 January 2010
Telephone number	01262 488444
Fax number	01262 488444
Email address	beeford.primary@eastriding.gov.uk

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