

# Beeford Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	117969
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	339112
<b>Inspection dates</b>	7–8 January 2010
<b>Reporting inspector</b>	Linda Murphy

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hilary Winterbottom
<b>Headteacher</b>	Mr Mark Sutcliffe
<b>Date of previous school inspection</b>	1 February 2007
<b>School address</b>	Main Street Beeford Driffield YO25 8AY
<b>Telephone number</b>	01262 488444
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and groups of pupils. The inspectors observed the school's work, and looked at the school's data records, policies, minutes of governing body meetings and notes of the School Improvement Partner's visits. Forty eight returned parental questionnaires, 34 pupil questionnaires and 10 staff questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how the school promotes writing
- the progress of pupils in Year 6 in particular
- how well the curriculum serves pupils' needs
- the impact of staff changes on pupils' achievement.

## Information about the school

This is a smaller than average size primary school. Most pupils are White British and attend from the village, surrounding villages, a nearby residential caravan park or outlying farms. The proportion of pupils eligible for a free school meal is much lower than average: the proportion with special educational needs and/or disabilities is broadly average. More pupils than usual transfer to the school throughout the year. Provision for the Early Years Foundation Stage consists of one unit shared by Nursery and Reception Year children. The school has gained the Financial Management Standard in Schools, the Healthy Schools Award and the Activemark. Since the last inspection the school building has been extended, the school suffered from flooding and also experienced much staffing turbulence. During the inspection the headteacher was absent and the school was led by an acting headteacher.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Pupils, parents and staff are particularly proud of this good school, which has outstanding features. It meets its mission statement to provide 'a successful learning community where all are known and cared for'. Pupils' exemplary behaviour underpins significant mutual respect and joy in learning. These attributes stem from good care and outstanding equality of opportunity for all pupils which include very clear provision for their spiritual, moral, social and cultural development. As a result, all groups of pupils make good progress. Parents comment that pupils 'come on in leaps and bounds'. Group sizes are very variable in this small school and this feature brings with it some variations in standards. From beginnings mostly well below those typically expected for their ages in the Early Years Foundation Stage, by the end of Year 6 attainment is now above average (although it has varied in recent years). Strengths in science stem from particularly good teaching in the subject. Pupil's attainment in writing, although above average, is not so well developed. Their use of letter sounds to form words and to help correct spelling is not particularly strong and adversely affects the speed and accuracy of writing. The way in which pupils present their work is not of a consistently high standard.

Pupils have an outstanding understanding of how to live healthily and they make excellent contributions to their school and local community. This is because the school promotes pupils' understanding of communities outstandingly well. Pupils thrive on the very effective teaching and because of their good and at times excellent personal skills they are more than ready to learn. They enjoy the curriculum, particularly the practical aspects. It has improved well since the last inspection. To make it excellent the school has begun to review the range and depth of what it provides for the pupils. The school has a mostly accurate view of its effectiveness, although at times undersells itself. Through very clear leadership, much professional development and an excellent team spirit it has improved well since the last inspection. Importantly, pupils' achievement, attainment and the development of the Early Years Foundation Stage have all strengthened. Governance is supportive yet challenging. These factors bode well for the school's capacity for sustained improvement.

## What does the school need to do to improve further?

- By 2011 improve pupils' attainment in writing by:
  - aiding pupils' understanding of letter sounds to improve spelling
  - helping pupils improve their letter formation and handwriting

- creating extra opportunities for pupils to write quickly, accurately and more extensively in a range of subjects
- improve the presentation of pupils' work.
- Improve the good curriculum to an outstanding one by:
  - formally drawing together the innovative developing approaches
  - extending pupils' skills alongside their knowledge so that they can readily apply their learning to many situations.

## Outcomes for individuals and groups of pupils

<b>2</b>
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In their every-day learning pupils are developing skills for life such as being able to: All groups of pupils achieve well. This is equally true for the pupils who have special educational needs and/or disabilities, for the gifted and talented and for those joining the school mid-year. In recent years, pupils' attainment has been rising overall. Depending on the groups and the levels at which they join the school, by Year 6, pupils' attainment is broadly average to above average. Pupils' progress is accelerating. Inspection evidence indicates that this trend continues. Pupils say they enjoy science and the opportunities it provides. In writing their accomplishments are somewhat slower in emerging because of imprecise spelling and letter formation and a slower approach to putting their thoughts down on paper. Pupils report that they feel very safe in school and are clear about what the school does to make this so. Their very healthy diets in school and excellent attitudes to exercise help them to be very active and enjoy their days in school very much. For example, finding out from using the internet that there was more snow to come enlivened pupils' joy in playing in the snow, yet they also gave very serious consideration to the adverse effects on their local and wider communities that heavy snowstorms may bring. Similarly, they looked globally when they organised a fairtrade day for their parents and other villagers to attend.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### **How effective is the provision?**

Lessons are of good quality because excellent relationships and a relaxed yet purposeful atmosphere underpin the teaching. Marking is similarly good and shows pupils how to improve. Plentiful opportunities are given for varying styles of learning, for example, the use of computer technology engages interest and is very informative. Organisation is very good, for example, each pupil has a pencil case which contains their basic writing tools and on 'tidy Friday' a quick check ensures these are ready for the week ahead. Such a simple technique saves time and eliminates fuss. Support staff contribute significantly to the quality of teaching often supporting pupils with special educational needs and/or disabilities. Despite targets in individual educational plans not being sufficiently clear, other planning and the extra adult support ensure all make good progress. Assessment is used well to plan the next steps and lessons are split into smaller units to aid pupils' concentration and allow teachers to quickly review the learning to date. However, just occasionally, time is not used as productively as it might be because the class teacher speaks for too long.

Pupils receive a lively, interesting and stimulating education. The curriculum is very much centred on communities. Emerging strengths include the organisation of themed weeks such as when pupils discover a great deal about communities abroad, for example about schools in Cameroon. These, and similar developments have yet to be thoroughly organised to ensure that the skills, knowledge and enjoyment gained from visitors and through other activities are even more firmly embedded in school life. The good arrangements for meeting the pastoral needs of all pupils, including those most vulnerable and those joining the school mid-year, enable all pupils to settle quickly so that learning is disrupted as little as possible. Parents are very pleased with the care the school provides typically commenting that 'my mind is at ease when my child is at school because I know how well they care for the children'.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2

<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

A parent represents the views of many by saying, 'the school has a wonderful atmosphere due to the pupils and staff all enjoying their time they spend in this very supportive atmosphere.' This comment captures accurately the impact of the school's leadership. The school also has strong management systems which have a positive impact on pupils' learning and achievement, and serve the school well during periods of staff absence and changes to staffing. Leadership is clear, direct, assertive and motivational. At the same time, it is ready to listen to the views of others be it pupils, staff, parents or the voice of the local community and take appropriate action. As a result, good strides have been made since the last inspection, despite setbacks due to flooding and building works. Each member of staff is very clear about their roles and responsibilities and all work exceedingly well as a team building very well on their professional development. Self-evaluation is effective in identifying strengths and areas for development. A strong commitment to promoting pupils' understanding of communities means that the school has a lot of partners locally and further afield upon which it draws and supports very well indeed. This sets an excellent example and helps pupils to understand very well how they can contribute and exercise responsibility in the world today and in the future. For example, at a local level the school offers flexibility in nursery education to meet the needs of families. Globally, it is very closely involved in ensuring clean water for a school in Cameroon. Leaders and managers work extremely successfully to eliminate discrimination and ensure equal opportunity for all. For example, pupils are encouraged to make the best use of their talents. The needs of different groups are met by using information from assessment to track the progress made by individuals so all meet challenging targets. Health and safety is managed well. At the time of the inspection safeguarding of pupils including child protection procedures were up to date and comprehensive. Governors are knowledgeable and enthusiastic and work well with the school to provide a creative balance of challenge and support and to ensure good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### Early Years Foundation Stage

The mostly small groups of children in the Nursery and Reception unit get off to a good start. Inspection evidence shows that the achievement of children from a range of backgrounds and with starting points usually well below levels typically expected is good. Despite their good progress, attainment is broadly below the expected level on entry to Year 1. Effective partnerships with parents help children settle quickly so that all work and play happily, independently and together. Relationships with adults are good so children quickly learn to adopt good standards of behaviour. Children learn to play well together, take turns and help each other. They take responsibility for small tasks, such as tidying away toys and putting on their coats.

Teachers' planning is informed by assessment of the children's progress. The overall provision is well led with a clear emphasis on promoting children's personal, social and emotional development, alongside their communication skills. Teaching is based on developing new learning through a balance of adult-led activities and those chosen by the children. A good range of learning opportunities inside and outside is supported by good care from all staff. Staff pay great attention to keeping children safe. The flow of children's learning is at times halted when they break unnecessarily to join older pupils for activities such as formal play time.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### Views of parents and carers

The inspection team agrees with the very positive views expressed by the majority of parents. The parents are very supportive of the school. They value the opportunities to



be involved in their children's learning and say they are well informed about the progress they make. Many recommend the school to others because of the strong leadership, very effective teaching and the 'wonderful atmosphere'. A small minority had individual concerns which were investigated but not upheld by the inspection team.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beeford Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	67	15	31	0	0	0	0
The school keeps my child safe	38	79	9	19	1	2	0	0
The school informs me about my child's progress	23	48	23	48	1	2	0	0
My child is making enough progress at this school	26	54	20	42	1	2	0	0
The teaching is good at this school	33	69	14	29	1	2	0	0
The school helps me to support my child's learning	31	65	15	31	2	4	0	0
The school helps my child to have a healthy lifestyle	32	67	15	31	0	0	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	42	22	46	1	2	0	0
The school meets my child's particular needs	27	56	19	40	1	2	0	0
The school deals effectively with unacceptable behaviour	21	44	22	46	2	4	1	2
The school takes account of my suggestions and concerns	22	46	20	42	2	4	1	2
The school is led and managed effectively	31	65	15	31	1	2	1	2
Overall, I am happy with my child's experience at this school	34	71	13	27	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 January 2010

Dear Pupils

Inspection of Beeford Church of England Voluntary Controlled Primary School, Driffield, YO25 8AY

Thank you for making me so welcome at your school and for all the help you gave to the inspection team. I am very pleased to be able to report to you that yours is a good school. It has some outstanding features which include:

- your excellent behaviour which helps you very much with your learning and helps make your school a very happy place to be
- your exceptional understanding of how to keep healthy
- the marvellous way in which the school enables you to support the school and village, helping to make them happy and busy communities, and the way you learn to understand about the implications of world issues like changing weather patterns and fair trade
- the terrific way the staff make sure you all are treated equally.

Just as you have targets to improve your work, I have given the school some targets to help you become even better at what you do.

I have asked the school to give you further help with letter sounds and spellings so that when you write you can do so with more speed and accuracy. I would like the teachers to give you lots of reasons to write and to make sure that your handwriting is joined up and neat.

I have also asked the school to make your curriculum an excellent one by planning in a clear way for you to have plenty of opportunities to do the things you particularly like, for example taking part in themed weeks. Careful planning will also make sure you gain all the skills and knowledge you need to help you as you grow to be adults.

You can help by continuing the good work you do.

Yours sincerely

Mrs Linda Murphy

Lead inspector

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