

Beswick and Watton CofE (VC) School

Inspection report

Unique Reference Number	117970
Local authority	East Riding of Yorkshire
Inspection number	379506
Inspection dates	15–16 February 2012
Lead inspector	Glynis Bradley-Peat

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Simon Fry
Headteacher	Terri Coates (Acting)
Date of previous school inspection	12 June 2009
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Introduction

Inspection team

Glynis Bradley-Peat

Additional inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons taught by four teachers. The work of teaching assistants was also observed. Meetings were held with staff, members of the governing body and groups of pupils. The inspector heard a small number of pupils read. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, looked at school evaluation documents, safeguarding documentation, data on pupils' progress and development planning. Responses from questionnaires completed by 24 parents and carers were analysed, as well as those from pupils and staff.

Information about the school

This is a smaller than average-sized primary school. Its pupils are all from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs, including those with statements of special educational needs, is below average. Most of these pupils have moderate learning difficulties. The school meets the current floor standard. The headteacher retired last term and a new headteacher will take over the leadership of the school at the beginning of the summer term 2012. The proportion of pupils who join and leave the school at other than the usual times is high. The school is in a hard federation with another school, which means the two schools have the same governing body. It has gained a number of awards including Healthy School Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Beswick and Watton is a good school where leaders are passionate about making improvements. This ensures that all staff have a consistent approach to raising standards. Parents and carers are extremely positive about the standard of education their children receive.
- Achievement is good. Children in the Early Years Foundation Stage make a good start to their education and quickly become confident and inquisitive. Good assessment ensures that the next steps in learning are clearly identified so that children make good progress in learning letters and sounds. By the end of Year 2, pupils read well. Pupils make at least good progress from generally below average starting points. Attainment has been broadly average in reading, writing and mathematics for a number of years. Standards in Year 6 are currently above average in reading and writing but average in mathematics.
- Teaching is good overall, with some that is outstanding. Work is matched well to pupils' abilities and teachers use a wide variety of strategies to engage pupils and promote learning. In mathematics, teachers' questions do not always develop pupils' thinking skills and pupils are not always challenged to use and apply what they have learnt.
- Behaviour is good. Pupils clearly understand how to keep themselves safe and have full confidence in their teachers to deal with the rare instances of bullying that occur. Attendance has greatly improved since the last inspection.
- The federation with another small school has made a seamless contribution to effective leadership and management. Staff regularly teach in both schools and this promotes the sharing of good practice. The information gained from rigorous monitoring ensures that leaders and the governing body clearly know the strengths of the school and areas to develop. These are reflected in astute strategic plans. The curriculum promotes good spiritual, moral, social and cultural development. The school is well placed to improve further.

What does the school need to do to improve further?

- Build upon the work already started to raise attainment in mathematics by:
 - developing teachers' questioning style in order to promote and foster pupils' thinking skills
 - developing pupils' skills of using and applying mathematical learning through sharing best practice in teaching.

Main Report

Achievement of pupils

Parents and carers unanimously agree that their children make good progress. The inspector found that pupils listen attentively to their teachers in lessons and, as a result, make good progress. Pupils enjoy their learning and settle to work quickly. Because the school has a very small number on roll, teachers know all pupils as individuals and prepare work carefully on that basis. Consequently, pupils learn quickly. Although most children join the school with skills and knowledge below expectations, by the time they leave their attainment in reading, writing and mathematics over the last three years has been broadly average. Relatively high levels of pupil mobility affect the standards reached in Year 6 but, despite this, attainment this year is above average in reading and writing. This is because of the extra support and sustained focus on developing writing skills throughout the school, which has had a good impact. However, attainment in mathematics is not as high as in English and remains average. The school has recognised this and is taking steps to address it. Pupils who join or leave the school at other than the usual times make equally good progress as other groups of pupils. Since the last inspection, standards in Year 2 have risen sharply as a result of a well-formulated programme of measures to accelerate progress. Although boys and girls perform equally well, the school is focusing attention on promoting boys' enjoyment of writing so as to ensure their continued interest. Those pupils known to be eligible for free school meals, disabled pupils and those who have special educational needs also perform well.

Children in the Early Years Foundation Stage achieve well and now reach average levels of attainment by the time they leave Reception. A good variety of well-planned activities promote good learning. Children develop literacy, numeracy, and information and communication technology skills regularly during enjoyable 'letters and sounds' sessions and activities directing programmable toys. For example, children very much enjoyed inputting instructions and programming their toy to send it along the road towards its destination.

Systematic teaching of the sounds that letters make enables children to blend sounds together to read words. This develops independent reading skills well. Pupils read well and by the end of Year 2, attainment is broadly average. Older pupils are keen to discuss their reading and talk about the books they have enjoyed and why. Pupils' writing demonstrates their enjoyment of particular authors. One pupil talked about how much she had enjoyed writing in the style of a famous children's author.

Quality of teaching

All parents and carers believe their children to be well taught, a view shared by the inspector. Strengths are evident in the teaching of literacy. Teachers' high expectations ensure pupils work hard and that no time is wasted. Technology is used well to enhance and enliven learning. In a mathematics lesson, for example, the teacher used the hide and reveal option on the electronic whiteboard to show parts of shapes. Pupils discussed which shape it could be, and described the properties of various quadrilaterals. This good focus on speaking and listening consolidated and extended learning. Teachers have secure subject knowledge, especially in teaching the sounds that letters make. This promotes early reading skills and develops pupils' interest in books. In an outstanding religious education lesson independent learning was facilitated extremely well through a series of games and activities. By the end of the lesson, pupils knew many of the characteristics of a good leader and had the opportunity to examine moral, spiritual and cultural issues. Their spiritual, moral, social and cultural development was promoted exceptionally well, as is typically the case in lessons. Teachers' good questioning skills in English promote rapid learning. Feelings and opinions are sought through prompting and probing questions. This is not always the case in mathematics. Questions do not always ensure that pupils are challenged to think hard and find alternative solutions.

The planned curriculum has a good impact on teaching. A variety of themes and many links across subjects develop pupils' curiosity and stimulate interest. For example, in a writing lesson pupils wrote a diary entry based on what they had learned in history about Catherine of Aragon and Anne Boleyn. They used some vocabulary fitting for the time and were able to place themselves in the shoes of the characters well, expressing their imaginative ideas convincingly. However, pupils are not always provided with sufficient opportunities in mathematics to apply and use their learning in different contexts.

Teachers mark work regularly and offer praise and advice through 'two stars and a wish'. Pupils say that this helps them to know what they need to do next to improve their learning. They enjoy completing their literacy and mathematics target cards but are not always completely clear about when they have achieved a level.

Behaviour and safety of pupils

Pupils know how to keep themselves safe but also say that the school ensures that they feel safe. Almost all parents and carers concur with this view. Pupils know how to stay safe on the internet and were able to say quite clearly how to do this. They were very complimentary about the school's 'internet safety week' and said that it helped them to understand the dangers of cyberspace. Bullying is rare and pupils say that when it occasionally occurs it is dealt with quickly by the school and resolved. There is a procedure to follow which is well known. The vast majority of parents and carers agree.

Pupils' attitudes to learning are positive and, as a result, they listen well in class and respond to rewards and sanctions. Teachers manage behaviour well because they have a consistent approach. This creates a risk-free environment, which promotes a feeling of comfort and safety, especially for those whose circumstances may have made them potentially vulnerable. Behaviour in the classroom and around the school is good and pupils say that this is what it is usually like. The school is a calm and orderly community. Pupils are

keen to take on responsibilities around the school, for example as school councillors and 'Beswick buddies'.

The school's records show that attendance is greatly improved through a consistent approach to promoting good attendance and discouraging holidays in term time.

Leadership and management

All staff share the vision for the future of the school. During the period where the school has been awaiting the arrival of a new headteacher, everyone has stepped up and ensured that the school has maintained its usual high expectations. All staff have worked particularly hard to drive forward improvement at this time. The quality of teaching and learning is rigorously monitored and the information gained from it is used well. Professional development for teachers is focused directly on the identified areas for improvement. As a result, the proportion of teaching which is less than good at any time is very small. Senior leaders follow up feedback and advice given following lesson observations, planning and work scrutiny as a matter of course to enable them to gauge the impact of their work. As a result, progress in classes is consistently good.

The school's strengths and weaknesses are clearly identified through systematic monitoring. Data are used well to identify trends in year groups and subjects. Any unevenness in performance warrants further investigation and actions are put into place to address it. Currently, the school is working on improving mathematics as the standards achieved are lower than those in English, recognising in particular the need to share best practice in teaching to help achieve this. As yet, it is too early for actions taken to have an impact on attainment. Leaders pay attention to every individual pupil and have implemented stringent monitoring of those in danger of falling behind. This ensures the school is inclusive, promotes equal opportunities and tackles discrimination well. The school has made good progress since its last inspection and has a strong capacity for further improvement. Standards are clearly rising across the school and teaching is consistently improving. The school makes the most of what the federation has to offer.

Development plans are revised at regular intervals in response to well-developed self-evaluation. The governing body is involved in this process and has a firm grasp of the school's performance. Consequently, it helps to shape the school's future direction well. Statutory responsibilities are met and safeguarding arrangements are good.

The curriculum is a strong feature and contributes much to pupils' good progress, enjoyment of school and to their spiritual, moral, social and cultural development. The sharing of teachers and specialist staff across the federation ensures a wide variety of experiences are provided for pupils. The curriculum encourages creativity and meets the needs and aspirations of pupils well. Pupils take a pride in the many events that are promoted by their school. They are curious about the world around them and embrace new experiences, which broaden cultural understanding. For example, pupils studied the issues of apartheid based upon a novel about Johannesburg. These activities develop a love of learning.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



17 February 2012

Dear Pupils

Inspection of Beswick and Watton CofE (VC) School, Driffield, YO25 9AR

Thank you very much for providing me with your views about the school when I visited you recently. I read your questionnaires, watched your lessons and looked in your books. All these activities let me get to know your school better. Your school provides you with a good education and it does many things well. Here are some of the things I liked best.

- You enjoy coming to school and are enthusiastic in most of your lessons.
- Teaching is nearly always good and sometimes better.
- Your achievement is good, particularly in English.
- You have lots of opportunity to learn in different ways through linking different subjects together.
- Your attendance has greatly improved.
- You know how to stay safe and are confident to speak to an adult if there is anything you do not like.
- The acting headteacher and governing body do a good job in keeping you safe and helping the school to make improvements.

We have asked the school to do the following things to make it even better.

- Make sure teachers ask you questions in mathematics which make you think hard and investigate.
- Make sure the school works to share the best things about mathematics teaching but particularly to help you use and apply what you learn in different ways.

You all can play your part in helping your school become even better by always trying hard, particularly in mathematics.

Yours sincerely

Glynis Bradley-Peat
Lead inspector

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