

Beckwithshaw Community Primary School

Inspection report

Unique Reference Number	121411
Local authority	North Yorkshire
Inspection number	380233
Inspection dates	27–28 March 2012
Lead inspector	David Byrne

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Stephen Moncrieff
Headteacher	Caroline Rice
Date of previous school inspection	2 July 2007
School address	Church Row Beckwithshaw Harrogate HG3 1QW
Telephone number	01423 504642
Fax number	01423 504642
Email address	admin@beckwithshaw.n-yorks.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

David Byrne

Additional inspector

This inspection was carried out with two days' notice. The inspector observed three teachers teaching eight lessons. Meetings were held with members of the governing body, school staff, pupils and a representative of the local authority. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspector observed the school's work, including analyses of the pupils' work. In addition a number of documents were looked at, including those relating to development planning, safeguarding, the assessment and tracking of pupils' progress and external views of the school. The inspector also analysed 39 parental and carers' questionnaires and those from pupils and staff.

Information about the school

This school is a smaller than average-sized primary school. The numbers in each year group are very low, averaging around eight pupils. Most pupils live out of the school's catchment area. The proportion of children known to be eligible for free school meals is low. Most pupils are of White British heritage and none speaks English as an additional language. A below average proportion of pupils are disabled or have special educational needs. The school meets the current floor standard, which sets the minimum expectations for attainment and progress. A breakfast club is provided for two mornings a week. Recent accreditations include: Healthy Schools Award, Eco Schools Silver Award and the Basic Skills Quality Mark.

Since the previous inspection there have been some changes in staffing in the Early Years Foundation Stage and also upper Key Stage 2. There has been unavoidable long-term absence for the last two terms in one class which has been taught by two teachers, one of whom is temporary.

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

- This is a good school. Pupils prosper, leaving the school as confident and polite young people who are well prepared for their next stage of education. The school is not yet outstanding. There are inconsistencies in the quality of teaching in Key Stage 2 which hold back the achievement of the more-able pupils and there is a relative weakness in the standard of pupils' writing.
- Pupils' achievement is good. A good start in the Early Years Foundation Stage lays a positive foundation for learning. This contributes to most pupils making good progress throughout the school, although the more-able pupils do not do well enough in Key Stage 2. Attainment in writing is a relative weakness because writing has a low profile in the school and pupils have too few opportunities to write frequently enough.
- Teaching is good with some outstanding features. At its best, pupils are trusted to direct aspects of their learning, to follow their own lines of enquiry and evaluate their own achievement. Lessons are usually interesting but planning does not consistently meet the needs of the more-able pupils. Pupils are very clear about their achievement in mathematics and how to improve but in English pupils are not as clear about how to improve.
- Pupils' spiritual, moral, social and cultural development is good. This contributes to pupils' good behaviour and attitudes to learning. Pupils display maturity and thrive on taking responsibility. This has a positive effect on their learning. Parents and carers, staff and pupils rate behaviour highly.
- Leadership of teaching and management of performance are good. Pupils' progress is regularly monitored to seek ways of improving it. Very close links with local schools enhance staff development, which in turn benefits the education of pupils. Pupils' good progress, coupled with improvements in teaching and the curriculum indicate that the school's capacity for further improvement is good.

What does the school need to do to improve further?

- Ensure more teaching is outstanding to raise achievement by:
 - improving lesson planning so that the needs of the more-able pupils are consistently met, particularly at Key Stage 2
 - allowing pupils more opportunity to follow their own interests and to follow their own lines of enquiry
 - sharing more widely the best practice in teaching within the school.
- Improve achievement in writing by:
 - extending the frequency and range of opportunities for pupils to write across the curriculum
 - raising the profile of writing across the school, for example by displaying examples of best practice produced by pupils
 - working with pupils to provide for them a clearer picture of their achievement and how they can improve and move to the next level.

Main Report

Achievement of pupils

Learning and progress in lessons are usually good and sometimes outstanding. Most pupils are attentive, willing to work hard and capably absorb new facts and ideas. They enjoy working together. This was exemplified well in a Year 2/3 lesson, where pupils were totally absorbed in seeking solutions to mathematical word problems by applying their good multiplication skills.

Parents, carers and pupils agree that achievement is good, a view matched by inspection findings. Children start school in the Early Years Foundation Stage with skills that are typical for their age. They make good progress and typically enter Year 1 with above average levels in all areas of learning. Attainment at Year 2 is above average. The above average attainment in reading is helped by the effective daily sessions developing pupils' knowledge of the way letters make sounds (phonics). In Key Stage 2, the small numbers in each year group demands the careful interpretation of data. The impact of higher attainment emanating from better outcomes from Key Stage 1 is currently feeding into Key Stage 2.

In Years 3, 4 and 5, the attainment of pupils exceeds the expectations for their age. At Year 6, results have fluctuated in recent years from above average to average depending on the nature of each group. It is currently average overall. Progress in Key Stage 2, however, exceeds national expectations in mathematics and English. In Year 6, progress has improved noticeably over the last year and is currently good. Attainment in reading is above average while in writing it is average. Many pupils are confident in using information and communication technology (ICT) to support learning. Throughout the school, disabled pupils and those who have special educational needs make good progress towards their individual targets.

Quality of teaching

The quality of teaching is good, and some lessons are outstanding. In the best lessons, pupils reflect the confidence of teachers to take risks and promote learning of traditional

subjects by innovative approaches to the curriculum. In the Early Years Foundation Stage, good teaching enables children to thrive in a creative environment and to follow their own interests. The confidence children gain enables pupils across the school to voice their opinions and share ideas. Lessons in Key Stages 1 and 2 generally proceed at a good pace and there is a wide range of interesting activities to engage pupils. These include many opportunities for them to find out things for themselves and to practise their basic skills of numeracy and ICT. For example, Year 4/5 and 6 pupils were seen expertly researching information on the Internet about the forces of nature. One then took the role of reporter making notes about an earthquake and another took the role of a television presenter. A 'cameraman' recorded the transmission and it was shared with others using the interactive whiteboard. There are fewer opportunities for pupils to develop their writing skills during such activities. Many lessons contribute well to pupils' spiritual, moral, social and cultural development and in particular their moral and social development. This was observed in Year 2/3 when pupils acted as 'detectives' to work out how the hidden mechanism of a pencil sharpener worked. In so doing, they demonstrated excellent social skills and a willingness to seek compromise.

There is some variation in the quality of lesson planning. Planned work is generally modified to meet the needs of lower and average ability pupils but not always of the more able. The use of assessment varies. At its best, for example in a Key Stage 2 English lesson based on narrative writing about a 'shirt machine', pupils evaluated each other's work and then made a judgement about whether they had succeeded in achieving the lesson objective. This is not always the case and not all lessons have enough planned time for pupils to reflect on how well they have learnt. Homework is very popular with pupils because it is interesting and enables them to follow their own interests.

Teachers know each pupil very well and assess and track their progress very carefully. They mark pupils' work regularly, correcting mistakes and giving praise. Increasingly, but not consistently, pupils are familiar with identifying features of their work of which they are proud. However, pupils are not always aware of how they can improve their work and move from one level to the next. Pupils reported that they are much more secure in their knowledge of how to improve in mathematics than in writing. Thus achievement in writing is not always as good as it could be. Responses to inspection questionnaires from parents, carers and pupils showed that the large majority feel that teaching is good. Some parents and carers expressed concerns about the impact on their children of a long-term absence in upper Key Stage 2. Inspection observations showed that much of the teaching in upper Key Stage 2 is of a high quality. Analysis of pupils' work indicates that progress has accelerated over the last year.

Behaviour and safety of pupils

Behaviour and safety are good, with some aspects that are exemplary. Most parents and carers and pupils who returned the questionnaires rate behaviour as good most of the time. Pupils are adamant that bullying of any kind is very rare. They like school because of its friendly atmosphere, which impacts positively on learning. They talk enthusiastically about recent changes in the way good behaviour is promoted. 'Golden Time' rewards good behaviour and motivates pupils to do their best to please others.

Throughout the inspection there were many examples of the pupils being very considerate towards others, such as taking turns and holding open doors. Older pupils look after the younger ones very well throughout the school day and some even organise an art club for

others during lunchtime. The mature and sensible attitudes of most contribute to pupils' good understanding of how to keep themselves and others safe. As school councillors and ambassadors, pupils demonstrate their ability to be good young citizens. Pupils have a pride in their school and this is reflected in a rise in recent years in attendance to above average.

Leadership and management

The headteacher provides caring, visionary leadership. All staff, including a skilled and dedicated school administrator, form a strong team working together for the good of the pupils and their families. Links with other schools make a valuable contribution to professional development by widening the expertise of teachers and the role of teaching assistants. The school has improved since the previous inspection, demonstrating its good capacity to improve further. The provision and outcomes in the Early Years Foundation Stage and Key Stage 1 are now good; all staff are much more involved as a team in managing the curriculum. Unavoidable staff disruptions in recent years in Key Stage 2 have been managed very well and there has been no detrimental effect on pupils' learning. The school has a generally accurate view of its strengths and areas for development. Equality of opportunity is good and there is no discrimination of any sort. Members of the governing body are closely involved in the work of the school, know the school's strengths and support what it needs to do to improve further.

Safeguarding is robust with clear policies and secure risk assessments. The curriculum is constantly evolving to better meet pupils' needs. Pupils are increasingly being given scope to influence what they learn and how they learn. Opportunities for pupils to apply their skills of reading, mathematics and ICT are generally good but expectations for writing are not advanced enough to enable pupils to do their best. Pupils' spiritual, moral, social and cultural development is promoted through close links with the local church; pupils show an increasing awareness of global issues linked to Fairtrade.

Most parents and carers are very positive about all aspects of the school. There is a small minority who feel that the school does not communicate with them well or act on their views and concerns. The school has done much to widen communication channels, for example by developing regular newsletters, giving details about each child's attainment on reports and by developing text and email messages. The school is willing to do what it can to engage better with all parents and carers. This is demonstrated by the way the headteacher is available to meet parents most mornings and governing body surgeries for parents or carers to enter into dialogue so that concerns are considered.

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.



29 March 2012

Dear Pupils

Inspection of Beckwithshaw Community Primary School, Harrogate, HG3 1QW

It was a privilege to share two days with you recently. Your school is good. It enables you to grow into confident, polite and mature young people ready to benefit from your next stage of education. You behave very well and treat others with respect. It was good to see how you care for each other. You do many jobs in school and are keen to represent the school, for example, as school ambassadors.

Your enthusiasm for learning is very obvious. This is recognised by your teachers who value your ideas and often encourage you to follow your own interests. Children of reception age get a good start to school life. This helps when pupils move in to Years 1 and 2 and by the end of Year 2 your attainment is better than similar pupils nationally. In Key Stage 2, progress is also good although some of you who find work easier could be challenged to do more. You read well and have a good grasp of mathematics. You are capable of writing well, but are not always given enough opportunities to do so and to improve your skills.

Your headteacher does a good job and leads a dedicated team of staff. They know each of you very well. Many of you understand how effectively you are learning by making 'two stars and a wish' when you evaluate each other's work, but are not sure about how to get better in English.

Part of my job is to suggest ways of making your school even better. I have asked the school to do two things. These are to make much more of your teaching outstanding so that all of you are given enough challenge and also to work with you to improve your quality of writing.

I hope that you continue to enjoy school. I wish you all the very best for your future.

Yours sincerely

David Byrne
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.