

# Bempton Primary School

School Lane, Bempton, Bridlington, YO15 1JA

**Inspection dates** 14–15 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Bempton is an improving school. Since the headteacher was appointed, a range of carefully planned changes has improved the overall quality of teaching and learning.
- Children make a good start in the exciting Early Years Foundation Stage.
- Pupils' progress has improved rapidly in the last two years. As a result, in the recent national assessments pupils in Year 2 attained standards well above average in reading, writing and mathematics. Year 6 pupils attained standards slightly above average in reading and mathematics.
- Pupils with special educational needs and those who are supported by the pupil premium make good and sometimes outstanding progress.
- Pupils are well behaved. They get along very well and take care of one another. They have a well-developed sense of responsibility and feel safe.
- The curriculum promotes pupils' spiritual, moral, social and cultural development effectively.
- The headteacher provides strong leadership. She has developed a strong staff team, committed to and successful in improving the quality of teaching and raising standards.
- Governors are knowledgeable about the school's work. They provide effective support and hold leaders to account for the school's provision and performance.

### It is not yet an outstanding school because

- Although teaching is good overall, it is not of a consistently high enough quality to bring about pupils' outstanding achievement.
- Work planned for pupils is not always hard enough, especially for middle-attaining pupils.
- Pupils do not sufficiently write extended pieces of work in a wide range of subjects to reinforce the skills they learn in English lessons. Consequently, standards in writing are below those in reading and mathematics.
- Outstanding classroom teachers are not used well enough to share their skills to influence improvement in the quality of teaching throughout the school.
- The role of middle leaders is not fully developed. They have not had sufficient opportunities to promote high-quality teaching.

## Information about this inspection

- The inspector observed 10 lessons, of which two observations were carried out jointly with the headteacher. In addition, the inspector made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 1 to Year 6, the Chair of the Governing Body, senior leaders, teaching and non-teaching staff. A telephone conversation was held with a representative of the local authority. Informal discussions were also held with pupils at break times and lunchtimes.
- The inspector took account of the 33 responses to the online questionnaire (Parent View). He also considered the views expressed in the 18 responses to the staff questionnaire. In addition, the inspector spoke to parents at the start of the school day.
- The inspector observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance, and documents relating to safeguarding and child protection were also considered.

## Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Bempton is much smaller than the average-sized primary school.
- Since the previous inspection, the school has experienced many changes in staffing, including the appointment of a new headteacher.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals, those from service families and children looked after by the local authority) is well below average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is well below average.
- The proportion of pupils who join the school other than at the usual time is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Bempton Primary is a nationally accredited Healthy School and Eco-School, and holds the Basic Skills Quality Mark and School Games (Bronze) Award.

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

- Increase the proportion of outstanding teaching and raise pupils' attainment, especially in writing, by:
  - ensuring that there is always sufficient challenge in the work provided in lessons, especially for the middle attainers
  - providing pupils with more well-planned opportunities to write at length in subjects other than English
  - giving staff more opportunities to share and learn from the best classroom practice across the school.
- Improve leadership and management by developing the skills of middle leaders to check on teaching and thereby provide a sharper focus on identifying specific areas for improvement.

## Inspection judgements

### The achievement of pupils is good

- Attainment at the end of each key stage can vary widely year-on-year. This is because of the small numbers of pupils within each year group, their different composition and the high proportion of pupils who join and leave the school at various times throughout the year.
- Children join the school with skills that vary but are generally below those typical for their age, particularly in reading, writing and communication. They make good progress and become inquisitive learners. This is due to well-planned and vibrant indoor and outdoor learning environments and adults who plan exciting activities, well matched to children's needs.
- By the time pupils enter Year 1, attainment is broadly average.
- In 2011, pupils' progress was well below average. However, since then progress has improved rapidly so that by 2013 it was well above average. As a result, in 2013, Year 2 pupils achieved standards well above average in reading, writing and mathematics. Year 6 pupils attained standards slightly above average in reading and mathematics but slightly below in writing. From their low starting points at the end of Key Stage 1, this reflects good progress.
- The school's data confirm that progress is continuing to accelerate. This is verified by lesson observations, scrutiny of pupils' work and listening to pupils read.
- The most able pupils achieve well, so that by the end of Key Stage 2 they attain standards above those of their national counterparts in reading, mathematics, English grammar and punctuation but below average in writing.
- Reading is a priority throughout the school. Phonics (the sounds that letters make) is particularly well taught. As a result, pupils use phonic skills extremely well to sound out words in sentences and to help them to spell. This was reflected in the exceptionally high proportion of Year 1 pupils who reached the expected standard in the phonics screening check for six-year-olds in 2013. Consequently, they develop great confidence in their reading from an early age. As pupils move through the school, they develop a love of reading, exemplified by one Year 6 pupil who said, 'Books let me see what goes on in the head of the author and help me to create and visit fantastical worlds in my own imagination.'
- The school promotes and checks that all pupils have equal opportunities. As a result, all groups of pupils, including disabled pupils, those with special educational needs, pupils from minority ethnic groups, those who speak English as an additional language and those who join the school other than at the usual time, make progress similar to, and often better than, that of their classmates.
- The income received by the school to support pupils known to be eligible for the pupil premium is spent judiciously on a range of well-considered interventions including one-to-one tuition and additional teaching assistants. As a result, these pupils, including those known to be eligible for free school meals, flourish and make progress equal to, and often better than, that of their classmates. Consequently, the vast majority attain standards almost two terms in advance of their classmates.

### The quality of teaching is good

- Teaching is consistently good, with some that is outstanding. The vast majority of parents agree that their children are taught well.
- Where pupils make consistently good or better progress, teachers explain new ideas clearly, capture pupils' enthusiasm, ensure they are clear about what they are to learn, what they need to do to succeed and continually encourage them to achieve all of which they are capable. They plan work that is well matched to the needs and abilities of pupils and ask challenging questions. This was particularly impressive within a Year 6 English lesson, where the teacher's questioning and use of video encouraged pupils to apply their imaginations, their love of language and understanding of grammar to write vivid, emotive and evocative descriptions of alien worlds. The

outcome for each pupil was stunning.

- Leaders are fully aware of where outstanding teaching is most prevalent and provide opportunities for teachers to share best classroom practice within the school. However, as yet this is not fully established.
- Teachers use assessment information well to ensure that activities are suitably demanding for most pupils. However, some pupils, especially the middle attainers, are not always offered work that is hard enough and this limits the rate at which they make progress.
- Throughout the school, pupils are given interesting and imaginative opportunities to apply and develop their reading, writing and mathematical skills to real-life activities. However, they are not provided with enough opportunities to engage in extended pieces of writing in subjects other than English. This restricts pupils' achievement in writing.
- Marking is good. It is of a consistently high standard throughout the school. It has a clear focus on what pupils have done well and informs them exactly on what they need to do to improve. Teachers' good use of targets and pupils regularly checking their own and others' work help pupils to know how well they are doing and how to do even better. This makes a very positive contribution to pupils' good achievement.
- Well-trained teaching assistants provide effective support and challenge for small groups of pupils, including those who have special educational needs and those known to be eligible for the pupil premium. As a result, these pupils often make better progress than their classmates.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good.
- Pupils are proud of their school. They are polite and respectful towards each other and adults, and extremely welcoming to visitors. They help to keep their school clean and tidy by ensuring hats and coats never litter the cloakroom floor, tending the school's gardens and planting flowers and vegetables.
- In lessons, pupils are attentive and work well with one another. The overwhelming majority say they love their lessons because their teachers make learning fun and the topics studied are interesting. They enjoy the opportunities they get to work together with different partners and the way it gives them time to share ideas with each other. Their positive attitudes have a good impact on the progress they make. However, occasionally, when the activities set are too easy or too difficult, pupils sometimes become a little restless. This is why behaviour is good rather than outstanding.
- At playtimes, it was delightful to see pupils of all ages playing safely and happily with one another. Pupil mentors check to ensure that everyone has someone to play with, reinforcing the strong sense of belonging to a happy and harmonious community. This was summed up succinctly by one pupil who said, 'Our school is small enough to be a big family. I suppose we are a bit like a beehive, everyone works to help everyone else.'
- Pupils said that the good behaviour seen in and around the school was typical. This view is reflected in the school's behaviour records which show that around school, on the playground and in the dining hall, behaviour is good. Incidents which do occur are dealt with swiftly and effectively.
- The vast majority of parents who responded to Parent View or who spoke to the inspector agree that pupils' behaviour is good.
- The school's work to keep pupils safe and secure is good.
- Pupils understand how to keep themselves safe including on the nearby beach and clifftops. They understand about different types of bullying but were insistent that although name-calling did sometimes occur, there was no bullying of any kind in the school. Pupils do know whom to turn to if they have any worries and are confident that these will be dealt with quickly.
- Punctuality is good. The school has been working successfully to raise awareness about the importance of good attendance and established procedures are in place to follow up any absence. As a result, currently attendance is above average.

- The overwhelming majority of parents who responded to Parent View and all who spoke to the inspector believe that the school ensures pupils behave well and agreed that their children are safe and well looked after at the school. One parent praised the school highly, not only for identifying her child's special educational needs, but also for providing strong emotional and practical support.

## **The leadership and management** are good

- Under the strong, committed and caring leadership of the headteacher, governors and staff continuously and relentlessly strive for further improvement. This has led to improvements to all aspects of the school's work.
- Following a period of considerable changes in staffing, the headteacher has successfully developed a whole-school team with a strong sense of purpose and a shared view for making sure pupils learn effectively in each lesson. For example, all staff share the responsibility for identifying ways to improve their own practice, and contribute ideas about how to make sure their teaching is the best it can be. There is a reflective attitude among staff, and all staff willingly try new initiatives, evaluating whether these improve the pupils' learning.
- The school's view of its own performance is accurate because the headteacher regularly and rigorously checks on teaching and the progress pupils make. Teachers feel supported by the headteacher and welcome feedback about their performance in lessons. Feedback is sharp and focused and leads to clear and unambiguous advice and carefully chosen training. However, the roles of middle leaders are not yet fully developed, for example to promote outstanding teaching in their subject areas.
- The headteacher monitors teachers' performance thoroughly, holds teachers to account and sets targets that are linked to the school's priorities.
- The school is extremely well supported by the local authority, which is giving the school helpful guidance in its journey of improvement.
- The curriculum is well planned. Appropriate emphasis is given to learning basic skills in reading, writing and mathematics. These are threaded thoughtfully through a range of topics and subjects.
- The wide range of topics studied by pupils contributes well to their spiritual, moral, social and cultural development. There are many opportunities for pupils to take part in dance, drama, music and art activities and they are encouraged to reflect on their behaviour and topical issues both in the classroom and in assemblies. Consequently, pupils are kind to and tolerant of one another.
- The new funding to support sport and physical education is being used wisely to upgrade the school's resources for a range of physical education activities, to increase the range of sports available to pupils and to employ specialist sport coaches to broaden the teaching skills of teachers and teaching assistants.
- **The governance of the school:**
  - The governing body has a clear knowledge of the school's strengths and what it needs to do to keep improving. Through frequent formal and informal visits, governors have become increasingly aware of the quality of teaching and how it relates to pupils' progress. They check that the information they are given fits well with their own evidence about the performance of the school. Governors engage in a wide range of training including the analysis of performance data. As a result, they have a very clear understanding of how well the school is performing in relation to schools nationally and are able to offer high levels of challenge to leaders. Governors ensure that performance management systems are in place and that the performance of staff is linked to the pay they receive and to management responsibilities. Governors keep a careful watch on the allocation and impact of any spending, including the pupil premium funding. Safeguarding is a priority and governors ensure that statutory requirements are met.

## 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

<b>Unique reference number</b>	117825
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	431337

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	97
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kristina Marriott
<b>Headteacher</b>	Catherine Garghan
<b>Date of previous school inspection</b>	13 May 2009
<b>Telephone number</b>	01262 850508
<b>Fax number</b>	01262 851664
<b>Email address</b>	bempton.primary@eastriding.gov.uk



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