

# Beeford Church of England Voluntary Controlled Primary School

Main Street, Beeford, Driffield, YO25 8AY

**Inspection dates** 29–30 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has made significant progress since the last inspection. The high aspirations of the executive headteacher are shared by the staff and governors. These have resulted in improvements in behaviour and safety, achievement and the quality of teaching.
- The governors know the school well and offer a good balance of both challenge and support.
- The school promotes British values effectively. Tolerance and respect for everyone thread through the school's Christian ethos.
- The school is a friendly, welcoming place where pupils behave exceptionally well in lessons and around the school. They are keen to learn and get on extremely well with one another.
- Pupils are kept safe in school and when they are out on visits.
- Pupils are very proud of their school and enjoy coming to school. This has enabled high attendance to increase consistently over time.
- Achievement in reading, writing and mathematics is good overall. Pupils make good progress, often from starting points when they join the school that are noticeably below those typical for their age.
- Disadvantaged pupils and disabled pupils and those who have special educational needs benefit from effective support which enables them to achieve well.
- Teachers have high expectations of pupils' work and good teacher subject knowledge. They use effective marking and feedback in English and mathematics to enhance pupils' learning.
- Provision in the early years is good. Children enjoy a wide range of interesting activities and make good progress because their needs are understood well. They are well prepared for Year 1.
- All the parents who stated a view are fully supportive of the school.

### It is not yet an outstanding school because

- In a few lessons the most able pupils are not challenged sufficiently to do as well as they can.
- Pupils do not have enough opportunities to develop their writing and mathematical skills in other subjects.
- New assessment systems are in the early stages of implementation. Checks have not yet taken place to ensure the accuracy and rigour of these systems over time to support further improvements in pupils' learning and progress.

## Information about this inspection

- The inspector observed teaching and learning in 12 lessons and also visited a singing assembly. Two lesson observations were carried out jointly with the executive headteacher.
- The inspector held meetings with governors, a representative of the local authority and school staff, including senior and middle leaders.
- The inspector observed the school's work and looked at documentation, including teachers' planning, the school's analysis of its strengths and weaknesses, information on pupils' attainment and progress, records of behaviour and safety, the monitoring of teaching and management of teachers' performance, minutes of governing body meetings and safeguarding documents.
- A discussion was held with a group of pupils, as well as informal conversations with them during lessons and at break times. The inspector listened to pupils read and talked to them about the books they enjoy.
- The inspector took account of 13 responses to the on-line parental questionnaire (Parent View) and spoke with parents informally at the start of the school day. The questionnaires completed by 15 members of staff were also considered.

## Inspection team

Julie Harrison, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium (additional funding the school receives for pupils known to be eligible for free school meals or who are looked after by the local authority) is below the national average.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- Early years provision is full time for children in the Reception Year and part time for those in the Nursery.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has had a collaborative partnership with North Frodingham Primary School since September 2013. The two schools share the executive headteacher and the business manager.

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

- Improve the quality of teaching to outstanding across the school and so raise pupils' standards and accelerate progress in reading, writing and mathematics further by:
  - providing work that is sufficiently challenging for all pupils, especially the most able
  - providing more opportunities for pupils to write across the curriculum to further improve their writing skills
  - providing more opportunities for pupils to apply their mathematical skills in other subjects and in real-life contexts to further deepen their understanding of mathematical concepts.
- Ensure that the new assessment systems are accurate and rigorous to improve pupils' learning and progress further.

## Inspection judgements

### The leadership and management are good

- The executive headteacher provides highly skilled leadership. Her determination to improve the school has inspired the staff and governors to improve the quality of teaching and pupils' achievement. Planning for improvement is reviewed robustly to ensure continuous and future improvement.
- This small school is a friendly learning environment where pupils flourish. Pupils now show excellent attitudes to learning which is supporting their improving achievement and progress in reading, writing and mathematics.
- Middle leaders share the executive headteacher's drive for improvement. They have high expectations and enthusiasm. They collect and use a good range of information to check on and track the improving progress made by individuals and groups. This good and sometimes better progress is also seen in pupils' English and mathematics books. However, leaders have not ensured that teachers always encourage pupils to apply their writing and mathematical skills across all subjects of the curriculum.
- Early years leadership and provision are good. The children enjoy their exciting activities so that they make a good start to their school lives.
- The executive headteacher accurately identifies what makes teaching effective and what needs to be improved, including ensuring that the most able pupils are sufficiently challenged. This provides a firm foundation for future improvement in teaching and learning.
- Effective systems are in place to assess the performance of teachers. These ensure that teachers and middle leaders are held to account for the progress pupils make in their class and within their roles of responsibility. Teachers' targets are linked to the national Teacher Standards. Professional development is well planned for all staff. Staff feel highly valued and supported.
- The school is beginning to implement its new approach to assessment following the removal of National Curriculum levels. The leaders understand the importance of rigorous checking of these new systems to ensure further improvement of pupils' learning and achievement.
- The school endeavours to ensure the equality of opportunities for all pupils across its exciting curriculum. Good relations are promoted and discrimination in any form is not tolerated. Pupils' spiritual, moral, social and cultural education is promoted well, particularly the aspects that link with the school's status as a church school. British values such as respect and tolerance are taught well. Pupils are beginning to understand their rights and responsibilities as British citizens and this prepares them well for life in modern Britain.
- Pupils enjoy a wide range of visits. They also enjoy a wide range of clubs at lunchtime and after school. Pupils have opportunities to improve their singing skills by the use of a specialist music teacher. The songs about responsibility and learning during the singing assembly reinforce the ethos of the school.
- The school makes good use of its primary school physical education and sport funding to develop teachers' skills and to provide greater sporting opportunities for pupils. This is aided by the school's membership of two School Sports Partnerships. This is important to the school because it does not have a hall, though it has access to the nearby village community hall. During the inspection the Year 3 and Year 4 pupils listened attentively to the Tri-Golf instructor's instructions. They used their newly acquired knowledge to complete a variety of skill-based activities competently. Additionally, transport has been provided for the pupils to use the hall in their collaborative partnership school for gymnastics. Displays around the school show evidence of improving pupils' well-being and the importance of a healthy lifestyle.
- Highly effective use is made of the pupil premium funding to support the few disadvantaged pupils on roll. The provision of an emotional literacy support assistant, and additional teaching assistant hours, are ensuring that these pupils make similar or better progress than other pupils in school.
- The executive headteacher, who is also the special educational needs coordinator, ensures that pupils do well from their various starting points. Any underachievement is identified quickly and additional support is put into place to ensure that pupils' differing needs are met effectively. The work of the teaching assistants with pupils who have an education health plan is of the highest quality, addressing the pupils' personal, social, behavioural and academic needs well.
- The school has established strong links with parents. Parental responses from Parent View, and from those who spoke to the inspector, show that all parents hold the school in the highest regard.
- The local authority provides effective support for the school by checking on the provision in the early years, checking on the accuracy of the school's judgements and providing staff and governor training.
- Safeguarding arrangements meet statutory requirements and are implemented effectively. The school has strong systems in place to ensure that all pupils are safe and well cared for.
- **The governance of the school:**

- Governance is effective because governors know the school well. They visit the school regularly to check on the impact of recent actions. They ask pertinent questions and have an accurate view of the quality of teaching and pupils' achievement by analysing data about the school's performance. They provide effective challenge and support. Governors have a clear overview of teachers' performance management and monitor any underperformance. They ensure that teachers' pay rewards are closely linked to pupils' progress and teachers meeting their targets. The governing body ensures that extra funding for physical education and sports and for disadvantaged pupils has the right impact on pupils. They keep a close eye on school finances. Governors ensure that all statutory responsibilities are met, especially those related to safeguarding. They also check that the school is helping pupils to understand tolerance and respect for different faiths and cultures.

## The behaviour and safety of pupils

## are outstanding

### Behaviour

- The behaviour of pupils is outstanding in the early years and throughout the school.
- Pupils' behaviour in lessons and around school is exemplary. Pupils are very polite and well mannered. They talk enthusiastically about their school. They get on exceptionally well with one another, staff and visitors.
- Pupils have extremely positive attitudes to learning. They work effectively, both individually and as part of a group. They are keen to do well and share their ideas enthusiastically. As a result, there are few interruptions to learning and this contributes to their good or better progress.
- The inspector saw excellent behaviour around the school at various times. At the beginning of the day pupils line up sensibly, walk quietly into school to start their learning quickly. At break times pupils play well together or use the memorial garden or pagoda to sit quietly, while eating their toast. The school has no hall so at dinner time pupils eat their lunch in a confined space between the school and the Children's Centre and in the entrance area. However, all pupils get to their places safely and eat their meals with enjoyment.
- Pupils are very proud of their school. They enjoy taking on responsibilities, such as becoming a play leader to support others at playtimes. This has reduced the number of lunchtime and playtime incidents considerably. All of the Year 5 and Year 6 pupils volunteered to be play leaders this year. Other roles of responsibility include Eco and Fair Trade representatives and school councillors.
- Pupils say that poor behaviour is extremely rare and school records confirm this. On the very rare occasions that pupils misbehave, the school acts effectively and appropriately. There have been no exclusions this year.
- Attendance has risen consistently over time and has been higher than the national average since the last inspection. The number of persistent absentees is extremely low. The few cases of non-attendance are followed up effectively.
- The 'Chat and Chill' lunchtime club gives pupils opportunities to talk to a trained emotional literacy support assistant to build up their self-esteem. Working in the fenced off garden is also used to build up pupils' confidence.

### Safety

- The school's work to keep pupils safe and secure is outstanding. All relevant policies and procedures for ensuring pupils' health, safety and well-being are in place. Risk assessments and relevant records are extremely thorough, especially the risk assessment for the pond and school outings. Safeguarding arrangements are implemented effectively. All staff are checked fully prior to appointment. The staff are always caring and vigilant.
- Pupils say that they always feel safe in school because everyone follows the school motto, 'all known, all cared for, all contributing'. They have a good understanding of what bullying means, including cyber-bullying. They are adamant that the school has no bullying because 'everyone is friends with everyone'. If any bullying did occur, they have every confidence that it would be sorted out quickly.
- Pupils are aware of potential risks they might meet out of school and how to deal with them. They know how to keep safe on the internet. School councillors completed a health and safety learning walk and identified any hazards and repairs required to make the school safer.
- Parents' responses to the Parent View survey and discussions with parents show that they are all extremely happy with the school in all aspects of behaviour and safety. Staff and governors agree that procedures for behaviour and safety are of the highest standards.

**The quality of teaching** is good

- The quality of teaching and learning throughout the school, including in the early years, is good. The new Year 1 and Year 2 teacher with her experience of teaching in Key Stage 2 is quickly improving the standards and pupils' progress in Key Stage 1.
- Teachers know pupils very well as individuals. This helps to build highly positive relationships. As a result, pupils are eager to learn and try their best. This contributes well to pupils' improving achievement in English and mathematics.
- Lessons are well planned to capture pupils' interest. Instructions in lessons are given clearly so pupils know what is expected of them to be able to achieve their targets. In a few lessons some pupils, particularly the most able, do not make the progress they should because sometimes they start their independent work too slowly.
- Teachers' subject knowledge is good. They have high expectations of pupils' work. They ask probing questions which require thoughtful answers.
- Teachers and teaching assistants give good levels of support to disadvantaged pupils and disabled pupils and those who have special educational needs. Teachers know their pupils well and provide interesting activities for individuals or groups. These ensure that pupils either catch up with their classmates or do not fall behind. These pupils make the best possible progress from their various starting points.
- Pupils receive clear and helpful advice through teachers' marking and feedback on how to improve their work and are given time to respond. Pupils also assess their own work to identify any difficulties in their learning.
- Pupils are enthusiastic readers. Those heard to read by the inspector shared a love of books and eagerly discussed their favourite books and authors. The teaching of phonics (letters and the sounds they make) is effective in the early years and Year 1 and Year 2. Reading is taught well and even the weaker readers in Year 6 read confidently for their age.
- Pupils are given opportunities to plan and improve their writing. The Year 3 and Year 4 pupils used adjectives and adverbs to improve their instructions to make a clay model. Year 6 pupils improved a piece of writing by improving the sentence structure and vocabulary.
- Teachers give clear explanations and provide pupils with effective examples in mathematics to support their learning. Year 1 and Year 2 pupils formed arrays to support their understanding of multiplication and Year 6 pupils converted fractions to decimals and then to percentages competently.
- The music specialist teacher gives the pupils throughout the school a love of music. The early years children enjoyed singing 'this old man' with its actions. During the singing assembly the children enjoyed singing songs about learning and responsibilities which reflect the school's ethos. Similarly, pupils enthusiastically attended the choir at playtime.
- A Year 1 and Year 2 religious education lesson showed how reflective the children could be, when they eagerly discussed their special places in a class activity. Effective questioning from the teacher enabled them to show mature feelings about respect and responsibilities.
- Teachers do not provide enough opportunities for pupils to use their writing skills across all subjects of the curriculum or use their mathematical skills to solve real-life problems, which means there are missed opportunities to improve pupils' skills further.

**The achievement of pupils** is good

- The standards pupils reach in reading, writing and mathematics vary over time. This is because the individual results of the small numbers of pupils can easily distort the overall picture of any one year group. Children usually start in the Nursery with knowledge and skills significantly below those typical for their age. They leave school at the end of Year 6 with results broadly in line with the national average so that overall they have made good progress.
- Through the early years pupils make good progress from their various starting points. The proportion of children who achieve a good level of development, which is the expected standard at the end of the Reception Year, is improving over time. Good teaching prepares the children well for Year 1.
- There is a strong focus on the teaching of phonics in the early years and throughout Year 1 and Year 2. In 2014, the results of the Year 1 national screening check for phonics improved and were well above the

national average.

- Since the last inspection standards in reading, writing and mathematics at the end of Year 2 rose rapidly in 2013, but declined in 2014. However, inspection evidence from observing learning, scrutiny of pupils' work in books and analysis of school data show that the school is addressing the concerns. The current Year 2 pupils are already working at a higher level than the previous year group.
- Standards in mathematics at the end of Year 6 have improved continuously over time, so that in 2014, they were above national averages for the first time. Reading and writing improved in 2013, but declined in 2014. However, both remained broadly in line with national averages. Evidence in pupils' books and the school's data show that all the current Year 6 pupils are working at the expected level or higher in reading, writing and mathematics, so that any issues have been rectified.
- In 2014, the proportion of pupils who made the progress expected of them from Key Stage 1 to Key Stage 2, in reading and writing, was in line with national figures and the proportion in mathematics was well above. Additionally, the proportion of pupils who made more progress than expected progress in writing and mathematics was higher than the national proportion. The current school data, confirmed by inspection evidence, indicate that in 2015, Year 6 pupils are making good or better progress in English and mathematics.
- Reading is taught well throughout the school. Year 2 and Year 6 pupils read confidently, with expression and at a good level for their age. Pupils enjoy reading and this develops their love of reading.
- The most able pupils usually achieve well, but they do not always reach the higher National Curriculum levels in Year 2 and Year 6 statutory assessments. Evidence shows that current Year 2 and Year 6 most able pupils are being challenged sufficiently and that pupils are now working at the higher National Curriculum levels. Some Year 6 pupils tackle the very challenging Level 6 work in mathematics well.
- The proportion of disabled pupils and those who have special educational needs vary from class to class, as does the complexity of their needs. The school quickly identifies pupils' needs and provides effective targeted support, so that these pupils make good or better progress from their various starting points.
- Currently, the few disadvantaged pupils make progress similar to, or better than, other pupils in the school. In 2014, there were too few disadvantaged pupils to compare progress from Key Stage 1 to Key Stage 2 without risk of identifying pupils. In reading, writing and mathematics their attainment was similar to all pupils nationally. However, when compared to others in the school, they were similar in reading, one term behind in writing and two terms behind in mathematics.

## Early years provision

is good

- Provision in the early years unit is good. Good teaching enables the Nursery and Reception children to make good progress from their low starting points. The proportion of children who achieve a good level of development is improving over time and this prepares them well for learning in Year 1.
- The early years is well led and managed. The new early years leader is already ensuring that staff work together as an effective team. The learning environment is bright and stimulating, both inside and out. All staff keep a close check on children's progress. They identify the learning needs of individual children, including disabled children and those who have special educational needs and those for whom the school receives additional funding. They then take the appropriate steps to ensure that their needs are met effectively.
- Effective routines which encourage the highest standards of behaviour are in place. The children work and play together well while sharing resources. They listen and show respect to each other and to adults. Staff are good role models and continuously ask the children questions to improve their learning.
- The early years unit has a welcoming, safe atmosphere. Children receive lots of praise and encouragement which builds up their confidence. The children work and play willingly on the many learning opportunities that they are given. Some children planted sunflower seeds while discussing what they needed to grow. Others made strawberry and chocolate cakes in the mud kitchen, discussing the ingredients, while some children designed and made a dog or a butterfly with various materials, following their plan accurately.
- Phonics are taught well in the early years. A group of Reception pupils learned the 'ure' sound. They pulled out coins excitedly from a treasure chest to read the 'ure' word or used it in a sentence. Another group listened enthusiastically to pirate Blackbeard and wrote words with the 'ng' sound on gold coins. At the same time the Nursery children worked in the adjoining Children's Centre in a safe, vibrant room. The children moved around freely, pretending to be robots and animals making the appropriate sounds. These children then enjoyed the 'what's in the bag' game as part of their phonics learning. They could not believe that the large shell was real and they all wanted to touch it. They discussed if it was smooth or

rough. These children walked safely and sensibly back to their classroom, remembering to switch off the lights as they went.

- Good relationships are built between parents and staff. Parents are welcomed into the early years and encouraged to share their child's achievements at home.
- All safeguarding policies and procedures are implemented well and consistently.



## 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>	117969
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	462271

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>	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>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Winterbottom
<b>Headteacher</b>	Michelle Bell
<b>Date of previous school inspection</b>	14 May 2013
<b>Telephone number</b>	01262 488444
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