



# Beswick and Watton Church of England Voluntary Controlled Primary School

Inspection Report

**Unique Reference Number** 117970  
**LEA** East Riding of Yorkshire  
**Inspection number** 280200  
**Inspection dates** 29 March 2006 to 29 March 2006  
**Reporting inspector** Mr Keith Bardon

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

<b>Type of school</b>	Primary	<b>School address</b>	Watton
<b>School category</b>	Voluntary controlled		Driffield
<b>Age range of pupils</b>	4 to 11		East Riding of Yorkshire YO25 9AR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01377 270339
<b>Number on roll</b>	34	<b>Fax number</b>	01377 270339
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Simon Fry
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mrs Christine Bennison

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 29 March 2006 - 29 March 2006	<b>Inspection number</b> 280200
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This very small primary school serves village communities with average social and economic characteristics. It is linked with another small school some four miles away and the headteacher manages both schools. The attainment of the children when they first start school is typical of the age group. All pupils are of white British origin. An average proportion of pupils have learning difficulties and/or disabilities. A relatively large proportion of pupils change schools part way through their primary education.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Inspection findings agree with the school's own evaluation that Beswick and Watton Primary is a good school. The provision made for children in reception gives them a secure start to school and most move into Year 1 with the skills and knowledge expected of that age group. Pupils' achievement in Years 1 to 6 is good and, although standards vary between years, they are generally above average. Teaching and learning are good. Teachers plan lessons carefully and provide interesting activities. Pupils concentrate well and are prepared to think for themselves. Pupils of all ages make good progress in their personal development. They show positive attitudes to learning, behave well and attend regularly. The curriculum provides a stimulating range of learning opportunities. The school takes good care of its pupils and makes effective use of its links with other organisations. Parents and pupils hold very positive opinions of the school, but it does not seek their views often enough. The school is led and managed well. The work of the school is evaluated carefully and managers and governors have an accurate picture of how well it is performing. The monitoring of teaching and learning lacks detail. Since it was last inspected, the school has improved steadily. The headteacher has a clear vision for the school and makes full use of the benefits provided by the confederation to strengthen educational provision. The capacity for future improvement is good. The school provides good value for money.

not applicable

### What the school should do to improve further

- Implement clear procedures for monitoring all aspects of teaching and learning.
- Provide pupils and parents with regular opportunities to express their views and opinions about the school.

## Achievement and standards

### Grade: 2

Pupils' achievement is good and standards are above average. Children make a solid start while in reception and by the time they enter Year 1 most are working securely at the level expected for their age. The number of pupils who take the national tests each year is small and, consequently, statistical results vary considerably year on year. After a number of years of increased performance, the results of Year 2 pupils fell in 2005. However, the group contained three pupils with learning difficulties who only joined the school that year. Taking a long term view, test results show that pupils make good progress in Years 1 and 2. Year 6 pupils performed much better in 2005 than in the previous three years. They attained good standards in English, mathematics and science, and the school met or exceeded the targets it had set for their results. The trend of improvement is continuing and pupils progress well and are on track to achieve the challenging targets the school has set for 2006. Pupils with learning difficulties and/or disabilities are fully involved in all lessons and make good progress towards the targets set for their attainments.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They enjoy school and arrive punctually. Attendance rates are outstanding. Pupils of all ages are keen to learn new things and willingly involve themselves in the activities teachers provide. Friendliness is the order of the day and pupils of all ages work and play happily together. As a result, the school is free from bullying and children feel safe and secure in its warm atmosphere. Younger pupils comment on how the older ones run to pick them up and look after them if they have fallen over in the playground. Pupils behave well and listen attentively in class. They respond well to praise and take pleasure in their own achievements and those of others. As they grow older, pupils develop strong social awareness and this, along with a good range of key literacy, numeracy and information and communication technology (ICT) skills, prepares them well for the future. Pupils readily take on responsibilities around the school and value the contributions they make through the school council. However, they are not given regular opportunities to express their views of the school and lack a full appreciation of why this is important. Pupils have an extremely detailed understanding of what constitutes a healthy lifestyle and recognise how important it is to their well-being. They enjoy meeting pupils from other schools for sports events and other activities, and have a clear appreciation of their own culture and that of others.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Each class contains pupils of different ages who are at various stages in their development and learning. Teachers give careful thought to the needs of individuals and adapt activities skilfully so that all pupils have the same opportunities to learn. Relationships are good and the calm atmosphere makes for productive lessons. Pupils concentrate well and go about the tasks they are set with interest and enthusiasm. Lessons are organised well and progress at a good pace. Teachers ask well-judged questions which encourage pupils to make decisions and to think for themselves. Pupils rise well to the challenge; they think carefully before answering and put forward sensible suggestions and ideas of their own. Teachers mark pupils' work regularly, give praise for accuracy and effort, and indicate clearly where mistakes have occurred. However, the comments they add do not tell pupils clearly enough how to improve. The work provided for pupils with learning difficulties and/or disabilities is matched closely to their needs, and effective work by competent teaching assistants ensures their full involvement in all activities.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Pupils study all the required subjects and acquire skills in the key areas of literacy, numeracy and ICT. Subjects are often linked together in well-considered ways, providing cohesion and relevance to the pupils' learning. A shortage of space places some limitations on what can be offered in physical education. However, the school compensates well with a good range of outdoor activities, some of which are taught by outside providers. The curriculum is enriched with a good range of visits, visitors and extra-curricular activities. A well-planned personal, social, health and citizenship programme supports pupils' personal development and helps them understand their role within the school and the wider community. The curriculum for reception children is well suited to the age range and gives them a secure start to school, although a shortage of equipment places some restrictions on what can be offered outdoors.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good and the school has a strong sense of community. The close relationships pupils have with staff help them to feel safe and secure, happy in the knowledge that they have an adult to go to if they have concerns. Arrangements for child protection and for ensuring pupils' health and safety are thorough. Pupils who are experiencing difficulties with their learning are identified at an early stage and effective support provided. The school assesses pupils' academic progress regularly and uses the information productively to plan their future learning and to set them targets for improvement. Pupils' involvement in assessing their own work is developing, but many do not have a full understanding of how to use targets to help them progress. The school makes good use of its close links with parents to involve them in their children's education and to extend pupils' learning beyond the classroom.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good. The headteacher has a clear vision for the school's future. The opportunities provided by the confederation are utilised well to strengthen the school and to improve the quality of education pupils receive. The school has a pleasant, highly inclusive ethos built around good relationships and a caring environment. As one parent put it, "Beswick is a well-run, family orientated school which allows individuals to progress according to their needs and abilities." Systems for monitoring the school provide a clear and accurate overview of how well it is performing. However, procedures for monitoring teaching and learning have not been formalised and do not provide the detailed information the school needs. The school's plans for development derive logically from its effective self-assessment and reflect the areas that need the closest attention. The expertise of staff from both the confederated schools is utilised well to provide effective subject and aspect

management. Since it was last inspected, the school has made steady progress and addressed the issues raised at the time satisfactorily. The advantages to be gained from the confederation are already becoming apparent and the school's capacity to improve in the future is good. Governors support the school well and have a clear picture of its strengths and weaknesses. The school's finances are managed efficiently. Staff are readily available to parents and pupils if they have matters they wish to discuss. The school responds to their concerns or suggestions but lacks procedures for systematically seeking their views and opinions on a regular basis.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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Beswick and Watton Church of England Voluntary Controlled Primary School

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31 March 2006

Dear Children,

Thank you very much for the very friendly welcome you gave me when I visited your school recently. Although I was with you for only one day, I thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with me about the school. Beswick and Watton Primary is a good school and I can understand why you enjoy it so much.

These are the things I particularly liked about the school.

The school is a happy place to be and everyone gets on well.

You make good progress and enjoy learning new things.

You behave very well and concentrate in class.

Teachers plan interesting lessons which encourage children to think hard.

You willingly help each other and the staff.

Adults take good care of you and are always there to help.

You understand very well how to do things in safe and healthy ways.

There are lots of interesting visits and you enjoy meeting children from other schools.

Since the school joined with Middleton, you have been provided with even more interesting opportunities to learn.

I also looked at what the school might do next. Here are some of the things I suggested.

Provide children and parents with more opportunities to express their views and opinions of the school.

Look for ways to make lessons even better.

Keith Bardon

(Lead inspector)