

# Bedale Church of England Primary School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 121479            |
| <b>Local Authority</b>         | North Yorkshire   |
| <b>Inspection number</b>       | 339953            |
| <b>Inspection dates</b>        | 2–3 February 2010 |
| <b>Reporting inspector</b>     | Georgiana Sale    |

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

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| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled                               |
| <b>Age range of pupils</b>                 | 5–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 282  |
| <b>Appropriate authority</b>               | The governing body                                 |
| <b>Chair</b>                               | Mr Mark Ellis                                      |
| <b>Headteacher</b>                         | Miss Lisa Biggin                                   |
| <b>Date of previous school inspection</b>  | 7 January 2007                                     |
| <b>School address</b>                      | Firby Road<br>Bedale<br>North Yorkshire<br>DL8 2AT |
| <b>Telephone number</b>                    | 01677 422401                                       |
| <b>Fax number</b>                          | 01677 458266                                       |
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and saw 10 teachers looking at learning for approximately 50% of the inspection time. They also held meetings with governors, staff, and groups of pupils and talked with a few parents and carers. They observed the school's work, and looked at documentation including records of the pupils' progress, the school improvement plan, assessment information, policies and samples of pupils' work. Information about safeguarding was also evaluated. They also took into account the views of staff and pupils expressed in questionnaires. Inspectors received and analysed 86 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How effectively does the school monitor the performance of all pupils and then take action if there is any underachievement, so that pupils make progress in line with their starting points and capabilities?
- What is the standard of leadership across the school and how effectively is it driving improvement?
- What are the standards of attainment and the rates of progress throughout the school?

## Information about the school

Bedale Church of England Primary School is a larger than average school serving the community on the outskirts of Bedale. Pupils attend from a wide area, including those from service families, and this partly accounts for the larger than average number of pupils who join or leave the school at other than the usual times. Almost all pupils come from White British backgrounds. The proportion of pupils entitled to free school meals is well-below average, as is the proportion of pupils with special educational needs and/or disabilities. A new headteacher has been in place for one year.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Bedale Church of England is a satisfactory and improving school. Pupils achieve satisfactorily. However, pupils' achievement is improving rapidly as a result of the vision and drive of the new headteacher, and this is recognised by staff, parents and carers, and the governing body. The improvement in attainment in 2009, with both boys and girls making better progress, shows the school is overcoming previous underachievement and the variations in achievement between the different groups.

The inspection found that several aspects of the school's work are good and these are contributing significantly to the rising levels of achievement. Pupils enjoy their lessons and they now progress at a faster rate because the teaching is good. The curriculum has been enhanced by using partner organisations to provide broader learning opportunities. A better tracking system has been introduced that enables staff to check pupils' progress and identify underachievement quickly. All pupils have challenging targets as well as regular assessments and their progress is reviewed regularly. The school is now working to attain a greater consistency in using assessment information to plan lessons in order to cater for pupils' various capabilities. Teachers have begun to tell pupils how to improve their work and what they need to learn next. The best practice is in mathematics but is not seen as consistently in other curriculum areas.

The school uses partner organisations to provide a good level of care and support for pupils. Pupils generally feel safe in the school although some were concerned about the boisterous behaviour of a minority of pupils, mainly out of lesson time. The headteacher and the supportive governing body have a compelling vision for the school and a shared determination to ensure that all pupils achieve well. They have built a team to share and deliver this but recognise that other leaders in the school need to play a greater role in analysing data and coordinating action to make sure that all pupils' needs are catered for.

The headteacher's clear vision and drive, accurate self-evaluation and quick action to address underachievement, together with a supportive and increasingly challenging governing body, ensure that the school has a good capacity to improve further.

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

- Accelerate the rate of progress for all pupils by:
  - using assessment information about individual pupils more effectively in order to plan lessons to suit the needs of all pupils
  - making sure that pupils know exactly what they need to do in order to move

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from one level to the next in all areas of learning.

- Increase accountability and share leadership across the whole staff by:
  - involving subject leaders and other middle managers more in monitoring and supporting lessons and coordinating and evaluating intervention.
- Improve the behaviour of the pupils by:
  - ensuring that the clear rules and high expectations set by the staff in lessons are also applied to out-of-lesson situations.

**Outcomes for individuals and groups of pupils****3**

Pupils enter the school with broadly average skills, make satisfactory progress overall throughout Key Stages 1 and 2 and leave at the end of Year 6 with standards which are broadly average. However, there has been a rising trend in attainment over the past two years, and results in 2009 at the end of Key Stage 2 were above average in English and science and well above average in mathematics. The school's data show pupils' progress is improving and past underachievement is being eliminated because of stronger teaching. The trend of improvement in attainment also continues. Attainment in reading, writing and mathematics in the current Year 2 and in English and mathematics in the current Year 6 is above average.

The improving attainment and progress are due to better teaching which inspectors found to be good in all age groups; pupils enjoy lessons and are ready to learn. Pupils respond well to the clear expectations of teachers and there are warm and supportive relationships between pupils and staff. Varied and interesting lessons keep pupils engaged and they work well as individuals, in pairs and in groups. Pupils know how to listen to each other and know how to work well in teams. These skills and their good attendance level will help them to make effective use of opportunities in their future life. Accurate assessment is increasingly supporting planning to match lessons to the needs of all pupils, although this is not consistent across all subjects. In class support is used well to make sure that those pupils who have special educational needs and/or disabilities make the same progress as their peers. Good practice exists in mathematics to give pupils feedback so that they know exactly how well they are doing or what to do to improve. This is not so well developed in other subjects.

The majority of pupils feel safe and enjoy school, have a keen sense of right and wrong, and understand what to do to stay healthy. They are actively involved in whole-school projects like designing a new badge, improving school lunches, and the eco-council. They take their part in their local community both through the church and also through a Fair Trade project, local music festivals and by singing in the local cathedral. Pupils have taken part enthusiastically in events to help them appreciate other cultures, for example an African drumming project and a visit from a Chinese dance group. They also spoke about how much they enjoy the rich musical opportunities available to them and how they would enjoy even more sports clubs.

In class they behave in a thoughtful and tolerant way and are increasingly supportive of each other outside the classroom, for example through the 'friendship benches', to make

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the school a welcoming place to learn. The school is aware that behaviour standards are not as good outside lessons and have planned interventions to address this.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>3</b> |
| <b>Pupils' behaviour</b>  | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

### How effective is the provision?

The good teaching seen in lessons during the inspection has contributed to the rising trend in attainment and progress. Teachers assess pupils' progress accurately and use this information to plan future learning and usually set work at the right level of challenge for most pupils. Good questioning in class allows teachers quickly to help pupils who have not understood and this is followed, especially in mathematics and English, by detailed advice on how to move to the next level. The curriculum is enhanced by many visits in order to make learning come alive, for example to places such as Bolton Castle, Shibden Hall and a chocolate factory. They have also been part of a Ripon Cathedral 'Art of Cheese' project. Learning is also enriched by the many opportunities to take part in music, whether it is through learning a brass instrument or singing in the choir.

The school provides good care and support for all pupils and works well in partnership

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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with other professionals to give timely, targeted support when necessary. The partnership working is strong for all stages of transition, whether it is working with parents and carers when the children first come to school or with the local secondary school when pupils are leaving at the end of Year 6.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

The leadership and management are currently satisfactory and are improving. With good support from key senior staff and governors, the headteacher is providing energetic, strong and effective leadership. As a result, the school's self-evaluation processes are more accurate, governors are better informed to offer more challenge to the school and a more effective system has been introduced to monitor the performance of the school and increase accountability at all levels. There is a sharper focus on promoting equality of opportunity and ensuring all pupils achieve equally well. The significant improvements seen in the 2009 results and current data provided by the school show the increasing positive impact of the whole leadership team. New middle leaders have been supported to develop a greater understanding of their roles and responsibilities and their leadership capacity is improving. However, at present leadership and management at this level do not yet have strength in depth across the whole team to make a full contribution to the drive for improvement.

Most parents and carers support the school and were complimentary about the new emphasis on the raising of standards. At the time of the inspection, safeguarding procedures were robust and met all statutory requirements. The school promotes community cohesion well. Interaction with the local community is strong and the Church plays a fundamental role in the life of the school. Effective links with international schools, such as with a school in India, are promoting pupils' understanding of world faiths, cultures and global citizenship. The school is currently developing further international links through its involvement in the Comenius project.

*These are the grades for leadership and management*

|   |          |
|---|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning                      | 3        |

| <b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms |          |
|---|----------|
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>              | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>   | <b>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>   | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>  | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>   | <b>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>  | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>   | <b>3</b> |

## Early Years Foundation Stage

Children start school with skills that are broadly in line with age-related expectations, except for communication skills which are less well developed, and then make good progress. Strong links with parents and carers help to make a smooth transition into school and children settle quickly and feel secure. Children's welfare is firmly at the heart of the good provision and the children respond positively to the care they are given. Parents and carers feel welcome in the school and know that they can speak to any adult in the Early Years Foundation Stage section if they have any concerns.

Staff have accurate knowledge about the needs of children and provide a supportive environment to make sure that any areas of underachievement are put right. Children are able to develop into confident independent learners, able to make guided or independent choices in all areas of learning both inside and outside.

Behaviour is managed well and encourages children to form good relationships with each other and adults. They learn to keep themselves safe and healthy and begin to develop an awareness of the feelings and needs of others.

Good leadership in the area ensures that staff training is closely linked to improving the quality of learning and well-being of the children. Effective teamwork is brought about by daily meetings to evaluate what has gone well and how to make the provision better for all.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |



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## **Views of parents and carers**

The very large majority of parents and carers who returned the inspection questionnaire said that they felt the school kept their children safe, that their children enjoyed school and that they were pleased with the school overall. They thought the teaching was good and that the school catered for their children's needs. There were a few concerns about the management of behaviour and a few parents and carers would like to be consulted more frequently about their views and concerns.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bedale Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 282 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 50             | 58 | 32    | 37 | 1        | 1  | 1                 | 1 |
| The school keeps my child safe  | 44             | 51 | 40    | 47 | 1        | 1  | 1                 | 1 |
| The school informs me about my child's progress   | 35             | 41 | 36    | 42 | 11       | 13 | 1                 | 1 |
| My child is making enough progress at this school   | 37             | 43 | 36    | 42 | 6        | 7  | 2                 | 2 |
| The teaching is good at this school   | 47             | 55 | 36    | 42 | 1        | 1  | 0                 | 0 |
| The school helps me to support my child's learning  | 39             | 45 | 34    | 40 | 9        | 10 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 34             | 40 | 40    | 47 | 10       | 12 | 1                 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 33             | 38 | 39    | 45 | 4        | 5  | 1                 | 1 |
| The school meets my child's particular needs  | 34             | 40 | 38    | 44 | 5        | 6  | 2                 | 2 |
| The school deals effectively with unacceptable behaviour  | 35             | 41 | 31    | 36 | 8        | 9  | 4                 | 5 |
| The school takes account of my suggestions and concerns   | 30             | 35 | 38    | 44 | 9        | 10 | 3                 | 3 |
| The school is led and managed effectively   | 32             | 37 | 41    | 48 | 6        | 7  | 1                 | 1 |
| Overall, I am happy with my child's experience at this school   | 43             | 50 | 35    | 41 | 3        | 3  | 2                 | 2 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| 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.  |

**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.**



3 February 2010

Dear Pupils

Inspection of Bedale Church of England Primary School, Bedale, DL8 2AT

We really enjoyed visiting your school and I am writing to thank you for two very interesting days. Your thoughts and views helped us to make our judgements about the school.

This is what we thought.

- Overall you make satisfactory progress but this is improving and most of you work hard in lessons.
- Children in Reception thoroughly enjoy school and learn quickly.
- You are taught well and your lessons are fun and interesting.
- You are cared for well and supported by all the adults in the school.

We have asked your school to look at how it can make things even better. These are the most important things.

- You need to behave as safely and considerately with each other at playtimes and at lunchtimes as you do during class times.
- Your teachers need to make sure that they tell you exactly how to improve your work. You need to make sure that you listen to them and then put their advice into practice.
- The teachers in charge of a subject should make sure that they know how well all pupils in the school are progressing and make sure that all lessons in that subject are good.

You can help by attending school every day, working hard and always trying your best. Also remember to be kind and considerate to each other all the time.

I wish you every success in your time at school.

Yours faithfully

Georgiana Sale

Lead Inspector

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