

National Society Statutory Inspection of Anglican Schools Report

Beswick and Watton Church of England Voluntary Controlled Primary School

Watton

Driffield

YO25 9AR

Diocese: York

LA: East Riding of Yorkshire

Dates of inspection: 24th May 2006

Date of last inspection: 2000

School's Unique reference number: 8113012

Headteacher: Mrs Christine Bennison

Inspector's name and number: Roger Highton 336

School context

Beswick and Watton CE School was Confederated with Middleton-on-the-Wolds CE Primary school in September 2005. The schools have a joint senior leadership team and Business Manager. Beswick and Watton school serves a rural community and has 34 pupils on roll. There is little racial or cultural diversity and approximately 20% of pupils come from outside the school's catchment area.

Summary Judgement

Beswick and Watton School is a good school with some outstanding features. The school is outstanding in the way it meets the needs of all learners. This is rooted in the high quality relationships that are underpinned by Christian values. The Governing body and Church support the head teacher in running the school very effectively.

Established strengths

- The pupils are happy and very well supported by the school. They are open and welcoming and appreciate both their school and community
- The school has already improved teaching and learning by taking advantage of their new confederated status
- The recent appointment of a vicar has had great impact on the school. In the Church's Mission Action Plan the school is identified as its first priority

Focus for development

The school should ensure the following are carried out to good effect:

- The review and updating of policies and procedures for Collective Worship
- The review of policy and assessment procedures for RE
- The improvement of the pupils' cultural development through contact with other faiths, beliefs and cultures

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The distinctive Christian ethos of the school is outstanding. This is most evident through the behaviours and beliefs expressed by the pupils. All pupils feel safe and cared for. This is noticeable in the way they treat each other. Staff and governors listen to what the young people say. For example, the Chair of Governors reported a case when pupils were upset that their partner school was singing twice the number of lines in a hymn to celebrate a visit from John Sentamu. This was sensitively dealt with by listening and responding to their concerns. Positive behaviour, such as caring for others, is developed through the consistent application of values based on Christian principles. Pupils talk openly about problems and yet have clear ideas on how they can be resolved. Pupils are given regular opportunity to show responsibility. For example, every week older pupils prepare and deliver collective worship to the rest of the school. I was also touched by the way the children spontaneously sang to me during my interview with them (once to share their favourite hymns and another to sing a Creed they had composed in RE). The school nurtures such positive attributes. This means every child is accepted and valued for their unique personality and talent.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is good. In their prospectus, the school provides clear information about the differences between collective worship and assemblies. Pupils enjoy collective worship as a time for

prayer and reflection. It is also a time where they learn about the Church and the Bible. They also comment fondly on their visits to the local Church to celebrate major Christian events. The local clergy make a positive contribution to the collective worship in school and help the pupils gain a good understanding of Anglican tradition. Pupil involvement is an outstanding feature. For example, when pupils organised a special act of worship for a visiting member of clergy, he was moved to tears by their thoughtful and kind words. Good documentation is provided by the collective worship co-ordinator. It shows that collective worship is well planned and assessed. However, the school recognises that the policy and procedures for collective worship are due for review.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school, as a church school, are good with some outstanding elements. The head teacher is outstanding in her distinctive Christian vision for the school. Recent changes in key personnel, such as the Vicar and RE co-ordinator, have provided extra opportunity to realise this vision. The head teacher and governors have managed to maximise the benefits of a small school while avoiding potential disadvantages. For example, the four or five Y6 pupils transferring to Driffield Secondary School each year do not feel isolated. This is because, in their final year at Beswick and Watton school, they mix closely with Y6 pupils from other local primary schools. The school also effectively shares resources and staff with its partner school. The impact of RE is good. When asked about RE, pupils are able to provide a range of information about the Anglican Church. They know that their teachers think RE is an important subject. They clearly value their connections with the local Church. There is evidence of some monitoring for RE but these procedures and the policy for delivering RE in school needs to be more effective at assessing individual pupil achievement. Overall, the success of this school is attributable to the quality of relationships nurtured within the establishment and the outside community. These relationships are clearly based on Christian principles. One parent described the school as a "treasure of our community".

SIAS MAY 2006 Beswick & Watton CE Primary, Watton, Driffield, East Riding of Yorkshire YO25 9AR