

CfBT Inspection Services T 0300 1231231
Suite 22 enquiries@ofsted.gov.uk
West Lancs Investment Centre www.ofsted.gov.uk
Maple View
Skelmersdale
WN8 9TG

Direct T 01695 566932
Direct F 01695 729320
hcarnall@cfbt.com
www.cfbt-inspections.com



13 May 2011

Mrs E Pollard
Headteacher
Beverley St Nicholas Community Primary School
Holme Church Lane
Beverley
HU17 0QP

Dear Mrs Pollard

Special measures: monitoring inspection of Beverley St Nicholas Community Primary School

Following my visit to your school on 11 and 12 May 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place on 28 June 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for East Riding of Yorkshire.

Yours sincerely,

Mr Amraz Ali
Her Majesty's Inspector

January 2011



Annex

The areas for improvement identified during the inspection which took place on 28 June 2010

- Raise standards and improve achievement for all pupils in all subjects, particularly in Years 1 to 4 and in mathematics throughout the school, by ensuring that:
 - teachers use assessment information to support their planning
 - lessons challenge all pupils appropriately, particularly the more able pupils
 - low-level disruptive behaviour is managed consistently and effectively.

- Improve the school's capacity for sustained improvement by ensuring that leaders and managers:
 - take swift and effective action to improve behaviour so that all pupils feel safe at school
 - monitor the school's work rigorously, particularly the quality of teaching and learning, so that these are consistently good
 - hold teachers to account for the progress of all pupils in their classes
 - promote effective teamwork and better staff relationships across the two sites.

- Ensure that the governing body contributes more effectively to improvement by:
 - monitoring the work of the school rigorously
 - holding leaders to account for the school's overall effectiveness.

Special measures: monitoring of Beverley St Nicholas Community Primary School

Report from the second monitoring inspection from 11 to 12 May 2011

Evidence

The inspector visited 10 lessons and observed the work of teaching assistants and teachers working with individuals and groups. Daily routines were observed including registration, start-of-day activities, assemblies, breaktime and lunchtimes. He scrutinised documents, including the school's plans for improvement and the school's records of pupils' attainment. Meetings were held with the headteacher, staff, groups of pupils, a local authority lead officer, members of the governing body including the Chair of the Governing Body and he spoke to some parents and carers. Work in pupils' books from across the school was also scrutinised.

Context

Since the last monitoring inspection, one part-time teacher has returned from maternity leave, two class teachers have left and one teacher is absent due to sickness. The deputy headteacher now shares the teaching in one of the classes with a higher level teaching assistant. A temporary teacher has joined the school and two classes are taught by part-time and supply teachers. A member of the senior leadership team has resigned her post from the end of the summer term. A new governor has been recruited and there are currently two vacancies on the governing body.

Pupils' achievement and the extent to which they enjoy their learning

Although there are some signs of improvement in attainment, the picture across the school remains variable. At the time of the previous monitoring inspection, attainment was low and inspection evidence shows that this largely continues to be the case. The school's own records and work scrutiny indicate that rates of progress are improving. However, although declining in size, there remain some small groups of pupils who are not making the expected gains in their literacy and numeracy skills each term and some of this variation relates directly to the quality of teaching. There is still much work to do in order to tackle the pockets of underachievement that remain in the school. The best rates of progress are generally found where teaching is strongest and where there has been continuity of teaching staff. The attainment of the small group of pupils in the nurture group is below that of their peers within the school and their peers nationally. The main success for these pupils is in improving attitudes to school and work. However, their academic progress, although improving, has not been as successful. An examination of their work confirms that there have been improvements in both the quality and quantity of work completed by these pupils.

Progress since the last monitoring inspection on the areas for improvement:

- raise standards and improve achievement for all pupils in all subjects, particularly in Years 1 to 4 and in mathematics throughout the school – satisfactory

Other relevant pupil outcomes

The behaviour observed in lessons has improved and fewer instances of low-level inappropriate conduct were observed. The behaviour management system is better understood by pupils and examples of its effective implementation were observed. Although reducing, there remain some occasions when pupils have to listen to their teachers for too long and their concentration wanes. The best classroom behaviour was observed where there was just the right balance between the teacher talking and pupils working on their tasks, and where the teachers set explicit expectations of both pupils' work and behaviour. Pupils state that, although there are still individuals who occasionally misbehave, playtimes and lunchtimes are more enjoyable and behaviour is improving so they feel safer. Improvements to the playgrounds, including new markings for games, such as, snakes and ladders, have contributed significantly to this.

The effectiveness of provision

Inspection evidence shows that the quality of teaching is improving. The planning format and improvements to the use of assessment information is helping in the identification of clear learning objectives, which are increasingly being shared with pupils. The pace of learning has improved and pupils are spending less time listening to their teachers and more time on their tasks. However, some individual teachers have yet to get the balance just right. Planning to meet the full range of abilities is improving. Within some of the observed lessons there was evidence of challenge for the most able and tasks pitched at just the right level. However, this is not routine and needs to be further consolidated. The greatest success has been in improving the quality of marking and feedback provided to pupils in literacy. Pupils are given opportunity to respond to their teachers' comments and this ensures that pupils are learning from their mistakes. The use of targets is developing well; pupils know that they have targets and they state that these are helping them to improve their work. Older pupils understand that it is their responsibility to show their teachers evidence of when a target has been achieved. The most-effective targets are well tailored to the needs of individual pupils. Teachers know their pupils well but some opportunities are missed for teachers to make their expectations of pupils explicit in terms of the quality and quantity of work that should be produced in a given time. The use of teaching assistants has improved. However, there are times when class teachers do not plan to make the best use of their own time. For example, with opportunities to work with small groups or individuals to help guide, improve or extend pupils' writing.

The use of the 'nurture room' to support the needs of a small group of pupils has been improved. This provision continues to ensure that classrooms and the school in general are calm and orderly. There have been improvements to the amount of class teacher involvement in planning work for the pupils in this room. Each pupil has a plan for

reintegration and all have begun to attend some lessons in their classrooms. The effectiveness and success of this has, however, been variable. Senior leaders are correct to review the effectiveness of this provision, particularly in the medium to long term.

The effectiveness of leadership and management

The senior staff continue to tackle the school's key weaknesses and underperformance is being challenged. Although improvements were evident in the implementation of policies, there remain inconsistencies in implementation and impact, particularly where there has been discontinuity in the teaching staff. The use of termly pupil review meetings is becoming more effective. These now routinely see senior staff and class teachers evaluating the progress of every pupil. Where progress has been wanting, pupils are identified and additional support is provided. The skills of senior staff in monitoring and evaluating the effectiveness of teaching and learning are developing. However, written records of classroom observations do not always make explicit the link between the work of adults and the learning of pupils. Subject leaders have an increasing awareness of their role, specifically in relation to judging and influencing standards and provision. The school runs smoothly on a day-to-day basis and there are planned opportunities for staff on both sites to meet together. However, the logistics of the two sites continues to challenge the leaders in terms of accelerating improvements. For example, the separate buildings limit the ability of subject leaders to see the impact of staff training or new policies on an ad hoc basis. The quality of the headteacher's report to the governing body has improved and more information about pupils' attainment and progress has been made available to members of the governing body. However, there remains scope to provide more information on the outcome of monitoring and classroom observations.

Members of the governing body have continued to benefit from training and local authority support. They have an improved understanding of the rates of progress and attainment across the school which means they are well placed to challenge the work of the school. They have been proactive in reorganising the way that they work, for example, English and mathematics are discussed at each full governing body meeting following reports from the subject leaders.

Progress since the last monitoring inspection on the areas for improvement:

- improve the school's capacity for sustained improvement – satisfactory
- ensure that the governing body contributes more effectively to improvement – satisfactory

External support

A strong partnership with the local authority continues to benefit the school. For example, a programme of continuous professional development is helping to improve the quality of teaching. The local authority has continued to provide satisfactory support, including securing the appointment of a temporary, experienced teacher.