

St John of Beverley Roman Catholic Primary School

Inspection report

Unique Reference Number	118032
Local authority	East Riding of Yorkshire
Inspection number	379523
Inspection dates	28–29 May 2012
Lead inspector	Kathryn Dodd

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Pat DuBoulay
Headteacher	Theresa Rogerson
Date of previous school inspection	6 February 2008
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Introduction

Inspection team

Kathryn Dodd
Rajinder Harrison

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 15 lessons led by seven teachers. The inspectors held discussions with staff, groups of pupils, with parents and carers and with the Chair of the Governing Body. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspection team analysed questionnaires completed by pupils and staff and analysed 93 questionnaires returned by parents and carers.

Information about the school

Most of the pupils at this smaller than average sized school are White British. Since the previous inspection, the number of pupils on roll has been increasing and the accommodation has been extended to provide two additional classrooms. All pupils are now taught in single-aged classes. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of pupils supported by School Action Plus or with a statement of special educational needs. There are no disabled pupils in the school. The school meets the current floor standard which sets the government's minimum expectations for attainment and progress. The school has been accredited with a number of awards, including Artsmark Gold, Eco-Schools Green Flag award and it has achieved Healthy School status and the Activemark. Since September 2011, there have been several changes in teaching staff in Year 3 and 4 classes.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not yet good because the quality of teaching is too variable. Consequently, pupils' progress is uneven and, although for some is good, overall it is satisfactory. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Behaviour is good. Pupils respond well to strategies to manage their behaviour, which are applied by staff consistently well. Pupils are considerate, polite and respectful to adults and one another. They have positive attitudes to learning.
- Achievement is satisfactory. In the Early Years Foundation Stage, children make satisfactory progress. However, progress is hampered because adults do not assess children's small steps in achievement and identify their next steps with enough rigour to ensure that the activities always match children's widely varying needs. Progress between Years 1 and 6 is good in reading, but is not consistently good in writing or for pupils who have special educational needs.
- The quality of teaching is satisfactory. In the best lessons, teachers accurately assess pupils' skills and knowledge, promote good quality learning by asking challenging questions, use their assessments to tailor activities and deploy support staff so that pupils of varying abilities are appropriately challenged. These good practices are not consistently evident in all classes. Although pupils' progress in writing is starting to improve, there are not enough opportunities for practising writing skills across the curriculum.
- Leadership and management are satisfactory. Regular tracking of pupils' individual performance leads to an accurate evaluation of achievement and helps to identify improvement priorities and staff development needs. Systems to track the performance of some groups of pupils are not yet fully effective. Partly as a result of on-going staff changes the leadership of teaching and the monitoring of the impact of the curriculum, especially at middle leadership level, lack some rigour.

What does the school need to do to improve further?

- Accelerate pupils' progress between Years 1 and 6 to a consistently good rate, particularly in writing and for pupils who have special educational needs by:
 - developing the questioning skills of teachers so that pupils' skills and knowledge are continually assessed and pupils of varying abilities are challenged
 - making sure that teachers' planning always makes it clear how the learning needs of pupils who have special educational needs will be met and that their progress is reviewed more regularly
 - providing more opportunities for pupils to use and apply their writing skills, including in other curriculum subjects.

- Improve the quality of provision in the Early Years Foundation Stage by:
 - strengthening the procedures for assessing children's small steps in achievement, pinpointing their next steps and making sure teachers plan activities that always take children's varying needs into account
 - ensuring that activities that children can choose always have a precise learning purpose and that the role of adults in supporting them is clear
 - making sure that the time available for learning is always used effectively.

- Strengthen the quality of leadership and management of teaching by:
 - further developing the systems to track pupils' performance in order to pinpoint differences in the performance of different groups more effectively
 - improving the rigour with which the quality of teaching is monitored and evaluated so that best practices are shared and applied consistently
 - extending the roles of middle leaders in reviewing pupils' performance and monitoring the quality of provision.

Main Report

Achievement of pupils

Achievement is satisfactory. Pupils, including those who have special educational needs and children in the Early Years Foundation Stage, make satisfactory progress overall. Children start in the Reception class with widely varying skills but are usually broadly in line with, and sometimes slightly below those expected, especially in aspects of their communication and language skills. Children are happy, feel safe and are cared for well. They show their confidence by moving freely between activities both indoors and outside.

In lessons, pupils are eager to learn. Most respond well to teachers' questions. They enjoy their work, especially when given opportunities to discuss their learning together, such as in pairs, undertaking practical activities or working collaboratively. In a Year 6 mathematics lesson, for example, more-able pupils worked skilfully together, deciding the most effective strategy to solve a complex and challenging mathematical problem. Pupils' concentration sometimes drifts when the pupils sit as

a whole group listening to lengthy explanations from their teacher or when activities do not meet their particular learning needs.

Although pupils' attainment is typically above average by the end of Year 6, progress through Years 3 to 5 is no better than satisfactory. Pupils make rapid learning gains in Year 6. Overall, therefore, this means pupils' progress is satisfactory rather than good. Although the achievement of children in the Early Years Foundation Stage and for pupils who have special educational needs is also satisfactory overall, it is not as securely so, as for other groups of pupils. Overall, progress in Years 1 and 2 is satisfactory and pupils' attainment is typically broadly average. Pupils' above average attainment in reading by the end of Year 2 and Year 6 demonstrates they make good progress in this subject from varying starting points. Progress in mathematics and in writing remains satisfactory.

The large majority of parents and carers feel that their children are achieving well. A small minority acknowledged that 'changes in teaching have affected learning' and children 'have not been able to reach their full potential'. Inspectors judge that pupils' achievement is satisfactory overall but is weaker in the Early Years Foundation Stage, for pupils who have special educational needs and in writing, than it is for other groups of pupils or subjects.

Quality of teaching

The overall quality of teaching is satisfactory. Although the large majority of parents and carers feel that their children are taught well, a small minority indicated that the school does not meet their child's particular needs, for example, if their child has special educational needs. Inspectors found that the progress of these pupils is sometimes hampered because teachers do not consistently plan activities, or direct adult support to meet their precise needs. Similarly, their small steps in progress are reviewed and assessed accurately but not with enough regularity to accelerate their progress to a consistently good rate.

Teachers' enthusiasm and positive relationships, coupled with effective management of behaviour all make a strong contribution to pupils' progress. In the Early Years Foundation Stage, adults provide an appropriate balance between activities children choose for themselves and those directed by adults. Adults provide a wide range of activities indoors and outside. However, at times children are required to wait too long before they get on with learning. Furthermore, it is not always clear what children are intended to learn from each activity or what role adults have in developing their skills.

There are examples of good teaching, especially in Years 5 and 6. In a Year 1 mathematics lesson, good teaching was reflected in the teacher's continual encouragement for pupils to think about the objective of the lesson. Good use was made of mathematical vocabulary and well-focused questioning to enable pupils to learn well the symmetry of two-dimensional shapes. Similarly, the good range of varied, practical and challenging activities helped to sustain pupils' concentration. Improvements in teaching in Years 3 and 4 are starting to impact positively on accelerating pupils' progress.

A well-established and systematic programme to teach the younger pupils the letters and the sounds they make and regular opportunities for older pupils to participate in reading sessions guided by adults, enables most pupils to make good progress in reading. Good-quality marking in literacy books, such as in Year 2, is also helping to narrow the gap between attainment in reading and writing. Even so, opportunities to ensure that pupils make good progress in writing are overlooked. Sometimes tasks provided for younger lower-attaining pupils lack enough challenge to enable them to progress at a good rate, for example, when they complete unchallenging worksheets.

Behaviour and safety of pupils

Pupils' good behaviour and consistently above average attendance reflect their enjoyment of school. They particularly relish opportunities to demonstrate their entrepreneurial skills, such as selling the wonderful range of produce they have grown in the school garden to their parents, carers and to the community. Such opportunities contribute effectively to pupils' good spiritual, moral, social and cultural development.

The large majority of pupils and parents and carers agree that behaviour is good. A small minority acknowledges that the behaviour of a few pupils has been 'a concern'. In consultation with parents and carers, pupils, staff and the governing body, a revised approach to managing pupils' behaviour has been established, and is now used consistently. Pupils are very clear about expectations of their good behaviour and are keen to rise to these. Their achievements are regularly celebrated in 'Praise Assemblies'. Pupils, parents and carers acknowledge that behaviour has improved. Pupils of all ages get on noticeably well together. Older pupils say how much they enjoy helping younger pupils during 'buddy bonding' sessions. Children in the Early Years Foundation Stage behave well and benefit from the good role models of older pupils.

Almost all parents and carers agree that the school keeps their children safe. A small minority of parents and carers expressed the view that cases of bullying are not always dealt with swiftly. Inspectors found arrangements to be appropriate and as a result, incidents are rare. Pupils know about different types of bullying and say that when bullying occurs, it is dealt with quickly. Pupils have confidence in approaching staff, especially the pastoral support assistant, with any problems or concerns.

Leadership and management

This is a caring, safe and particularly welcoming school. The safeguarding procedures meet requirements. Despite the challenges resulting from several staffing and organisational changes, building developments and budgetary constraints, the school is moving steadily forward. The capacity to improve further is satisfactory. The headteacher maintains a clear vision of where and how to improve achievement and provides clear direction, ensuring that key weaknesses in teaching are successfully tackled.

However the management of the quality of teaching is not consistently good, partly because best practice is not always identified and then shared to ensure its consistent application. Staff changes have also limited the pace at which senior leaders have been able to develop the role of middle leaders in monitoring the

quality of provision and reviewing pupils' achievement. At present, efforts to do so, particularly in the Early Years Foundation Stage and for pupils who have special educational needs, lack rigour.

The assistant headteacher has developed an effective system to track pupils' achievement between Years 3 and 6 and has provided professional development for staff in mathematics. Recent improvements in pupils' attainment in mathematics and in writing demonstrate the commitment to promoting equality of opportunity, reducing discrimination and closing gaps in attainment. The systems to track pupils' achievement through the Reception class and to the end of Year 2, and for pupils who have special educational needs, are still developing.

The curriculum is satisfactory overall and improving. Pupils' enjoyment of school is enhanced by a good range of enriching activities beyond lessons, such as in music and sport. This contributes well to pupils' good spiritual, moral, social and cultural development. Recent curriculum adaptations, for example, introducing daily sessions aimed at developing quick mental calculation skills are helping to improve pupils' ability to solve mathematical problems. There are increasing opportunities for pupils to write creatively and at length in literacy lessons.

The governing body, particularly the Chair of the Governing Body, has provided unwavering support and guidance through recent changes, carefully planning ahead and effectively managing budgetary constraints. Together with school leaders, they foster effective partnerships with parents and carers. The headteacher's presence in the playground at the start of each day for example, ensures that communication is good and is particularly appreciated by parents and carers. Parents and carers also contribute effectively to school improvement, for example, by raising funds to purchase additional resources and by volunteering to listen to pupils read.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



30 May 2012

Dear Pupils

**Inspection of St John of Beverley Roman Catholic Primary School,
Beverley, Beverley, HU17 0BU**

Thank you for the very warm welcome you gave the team when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You were all extremely polite answering our questions. You go to a satisfactory school. By Year 6, your attainment varies but more recently it has been above that expected for your age. You make satisfactory progress. These are some of the things that impressed us:

- finding out that your attainment is getting better, especially in mathematics
- seeing your good behaviour, and hearing you say it has improved
- hearing about how much you enjoy 'buddy bonding' sessions and how children of all ages get along and look after one another
- visiting your very impressive school garden and watching you show how enterprising you are selling the produce to your parents and carers
- finding out that you are making good progress in learning to read.

We have asked that some improvements be made. These are to make sure that:

- you all make equally good progress in all your classes
- staff in the Reception class make better checks on what you know and can do and that they make sure that the activities you are given are just right for you
- adults with special responsibilities check more carefully whether you are all making equally good progress, especially in the Reception class and for those who have special educational needs.

You can help by making sure that you always tell your teacher if you ever find your work too easy or too hard. Of course, you should all continue to try your best in everything you do. I wish you all the best for a very bright and successful future.

Yours sincerely,

Kathryn Dodd
Lead Inspector

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