

Beverley St Nicholas Community Primary School

Inspection report

Unique reference number	117827
Local authority	East Riding of Yorkshire
Inspection number	384889
Inspection dates	9–10 July 2012
Lead inspector	Amraz Ali HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	Ian Clark
Headteacher	Elizabeth Pollard
Date of previous school inspection	28 June 2010
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Age group	3–11
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Introduction

Inspection team

Amraz Ali
Pauline Hilling-Smith

Her Majesty's Inspector
Additional Inspector

This inspection was carried out at no notice and was the fifth monitoring inspection since the school went into special measures. Inspectors observed 21 lessons taught by 12 teachers. They observed the school's work, and looked at a range of documents including attainment data, curriculum files, monitoring records and planning. Inspectors looked at the school's assessment and tracking information, minutes of meetings held by the governing body, documents related to safeguarding and the school's action plans for improvement. Meetings were held with staff, two members of the governing body, a local authority officer and pupils. Inspectors spoke with some parents and carers at the start and end of the school day. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection.

Information about the school

This is larger than the average-sized primary school. Almost all pupils are of White British heritage and an above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.

At the time of its previous full inspection in June 2010, Beverley St Nicholas Community Primary School was deemed to require special measures.

The school did not meet the current floor standards which set the government's minimum expectations for pupils' attainment and progress in 2011.

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	2

Key findings

- This is a satisfactory school. It is not yet good because the quality of teaching is not sufficiently consistent to enable all pupils to make good or better progress so achievement is not consistent over time. However, the school has improved significantly since it became subject to special measures and it is continuing to improve. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement, including that of disabled pupils and those who have special educational needs, is satisfactory and improving. An increasing proportion of pupils are making good progress which is closing the gaps that arose when teaching was inadequate. However, progress for a minority is inconsistent, particularly for some boys in writing.
- The quality of teaching has improved and is now satisfactory with a core of good and better teaching. However, there remain inconsistencies connected to the use of assessment information and how this is used to plan work which will extend the learning of all abilities, particularly those who are least or more-able.
- Pupils' behaviour has improved greatly and is now good overall. This makes a significant contribution to the learning and progress of pupils in lessons and over time.
- The quality of leadership and management, including the effectiveness of the governing body, has improved and is good overall. Accurate self-evaluation, effective improvement plans, staff training and a clear focus on holding teachers to account for the progress of pupils is accelerating progress. However, although the arrangements for monitoring the school's work are good overall they do not routinely include checking on the delivery of interventions and the work of teaching assistants.

What does the school need to do to improve further?

- Improve rates of progress and raise pupils' attainment further, particularly for the minority of low attaining boys in writing.
- Improve the quality of teaching so that more is consistently good or better by:
 - using coaching and staff training to share aspects of good and outstanding practice
 - improving the use of assessment information so that teachers plan tasks to successfully meet the learning needs of all pupils, particularly the most and least able
 - improving the consistency of feedback on work and ensure that all pupils have the opportunity to respond to comments in a way that helps them to improve their next piece of work.
- Further refine the arrangements for monitoring and evaluation to include greater checks on the effectiveness of interventions and the work of teaching assistants.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage with levels of skills which are below those typical for their age, particularly in communication, language and literacy. Good leadership in the Early Years Foundation Stage, combined with good teaching, ensures that, by the time they join Year 1 the majority of children reach the early learning goals. Children are confident in using letters and the sounds they make. They are able to use these skills effectively in activities such as when they were observed writing down the names of objects they found during a treasure hunt in the outdoor area. The concerted teaching of letters and sounds continues throughout Key Stage 1 and ensures that pupils' achievement in reading is now in line with that of their peers nationally. This increased ability in reading is contributing to the development of pupils' writing skills.

A notable success has been in the attainment of pupils in Years 2 and 6 in the end of key stage assessments. Unvalidated results show that attainment at both is likely to be at least average. The Year 6 results indicate that an impressive 82% of pupils reached Level 4 in English and mathematics combined and that 95% of pupils made two whole levels of progress in both reading and mathematics during their time in Key Stage 2. Pupils' attainment in reading has similarly improved. Inspection evidence confirms that this is as a direct result of much improved teaching and learning during the last two years. Across the school almost all pupils are now working at age-related expectations, which has not been the case previously. Previous underachievement in Key Stage 1 and Key Stage 2 has been tackled and

gaps in pupils' achievement, caused by previously weak teaching, are closing rapidly. Although learning and progress has improved, scrutiny of work shows that there remain a small number of pupils whose progress is not quite so rapid and there are some pockets where attainment slows, particularly for boys in writing.

Quality of teaching

The quality of teaching is satisfactory overall. There is a growing core which is good and occasionally outstanding and none is inadequate. Parents and carers spoken to during the inspection feel that teaching has improved over the past two years. However, some variability remains which is why it is satisfactory overall rather than better. Previous weaknesses have been eradicated and there are more consistent practices evident in all lessons such as teachers sharing learning intentions and the criteria for assessing work. The consistent application of the school's behaviour policy ensures that the vast majority of lessons proceed in a calm and orderly learning environment where pupils work with little interruption. Opportunities to work in pairs and in small groups contribute positively to the development of pupils social and moral skills.

Pupils' learning is only satisfactory because although teachers consistently use assessment information to plan lessons which generally meet pupils' needs, on some occasions the planned activities do not quite provide just the right amount of challenge or support to extend the learning of pupils of all abilities, particularly the most or least able of pupils. Teachers plan interesting activities that pupils want to succeed in, for example in a Year 3 science lesson pupils represented items in a food chains to model the impact of change on the consumers and predators. Teachers and teaching assistants are generally deployed well so that they provide targeted help to individuals or groups when pupils are working independently.

A particular focus for this inspection was early reading, which confirms that the well-structured programme to teach pupils about the sounds that letters make is having a good impact. It is applied consistently and enthusiastically throughout the Early Years Foundation Stage and Key Stage 1 classes. A strength of the programme is the range of strategies which emphasise and take advantage of the links between speaking, reading, writing, spelling and handwriting. A clear focus on developing writing skills has had a significant impact and many pupils are proud of their written work. However, for some pupils there remains a hard to shift legacy of poor presentation and handwriting.

Much of the marking and feedback to pupils is of high quality, particularly in writing, where the best identifies explicitly what pupils need to do in order to improve a future piece of work. However, a few inconsistencies in the detail of recorded comments and the way that pupils respond to their teachers' comments mean that the impact is variable. An increasing proportion of pupils talk with confidence about their targets and what they need to do to improve their work. For example, in a Year 6 English lesson, a pupil knew that he needed to include complex sentences, speech marks and interesting vocabulary to demonstrate that he could produce writing at Level 5.

Behaviour and safety of pupils

From a position where behaviour was inadequate, and parents and carers were concerned about the impact of some pupils' behaviour on their children's safety, learning and progress, behaviour has improved and is good overall. Pupils are courteous to adults, develop positive relationships and are keen to learn and do well. Pupils state that bullying of any type, including racist bullying, is rare and they have confidence that if it does occur it will be dealt with swiftly. Classrooms are calm and orderly. Scrutiny of school incident records and discussions with pupils indicate that this is now typical. The parents and carers that inspectors spoke with believe that the behaviour of pupils has improved greatly over the previous two years.

Good relationships between pupils, and pupils and adults, underpin the way that they work together and the help they give each in class. Pupils are polite and courteous to adults and visitors alike. Pupils of all ages play well together and manage risk well outdoors with the wide range of equipment provided. They say they feel safe because there are zones where they can run and other areas where they can sit and be involved in small games.

At the start of the day and after breaks pupils settle well to work in classrooms because routines are well established and interesting tasks are immediately available. In lessons, positive attitudes enable learning to proceed smoothly and any off-task behaviour is dealt with swiftly and efficiently. Pupils are keen to succeed and work hard. Pupils respond well to requests to modify behaviour because relationships are strong and systems to manage behaviour work well. Attendance is satisfactory and improvement is celebrated.

Leadership and management

The determination and resilience of the headteacher and the senior leadership team, ably supported and challenged by the members of the governing body, has successfully steered the school from failure to success. The Early Years Foundation Stage, already recognised as a strength in the school at the last inspection, has continued to develop and is securely good. Success at improving behaviour and the climate for learning has made a positive impact on pupils' attainment across the school. Equality of opportunity is promoted and almost all groups of pupils are making satisfactory progress.

Effective systems to monitor the attainment and progress made by pupils is cross-referenced to classroom observations and discussed with individual teachers at half-termly pupil progress meetings. This is very effectively holding all teachers to account for the progress of the pupils in their care. Any underperformance is tackled and, in partnership with the local authority, bespoke training and support is offered to individual teachers. The increased accountability linked to robust performance-management systems has eradicated all inadequate teaching so that all is at least satisfactory, with a core that is good or outstanding. However, more needs to be done as some weaknesses remain, notably in ensuring that all teachers use assessment information more consistently to tailor the planned activities for all levels of ability. Leaders and managers correctly identify the need to build on these good

gains by sharing the most effective practices in order to coach others in improving practice further. Recent improvements, particularly in attainment, demonstrate that the school has a good capacity to improve further.

Arrangements for safeguarding are robust and meet statutory requirements. The consistently good and occasionally excellent behaviour provide an effective learning environment for all pupils to feel safe and make gains in their learning. The provision for pupils' spiritual, moral, social and cultural development is good. For example, whole-school assemblies and links with the local church provide opportunities for pupils to reflect on their experiences. The curriculum is good overall and effectively meets the needs of all pupils. A clear focus on the basic skills of reading, writing and mathematics is complemented by a range of whole school topics, such as the Jubilee and the Olympics along with after school clubs such as 'Jam Club', which is offered by a local church group.

Improvements to the work of the governing body, including the appointment of governors with substantial experience of schools, means that it is well placed to continue to support and challenge the work of the school. Self-evaluation is honest, accurate and linked to appropriate action plans, designed to embed good practice and consolidate the improvements in achievement. A significant feature is the clear focus on monitoring and evaluating the work of teachers through a rigorous programme of lesson observations. However, the plan is less clear when it comes to monitoring the delivery of interventions and the work of the many teaching assistants. Although there are clear plans to continue to improve the effectiveness of middle leaders, their work is good overall.

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 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.



11 July 2012

Dear Pupils

**Inspection of Beverley St Nicholas Community Primary School, Beverley
HU17 0QP**

As you know, I have been making visits to your school to see how things have been improving for you. You may remember that I visited your school recently with a colleague. We enjoyed watching your lessons, talking to you about your work, finding out about the school and hearing you read. We know that you will be pleased to hear that your school is now providing you with a satisfactory education and no longer requires special measures.

We agree with you that your school has improved. You told us that most pupils behave well in lessons and around the school, which helps you to feel safe. Good leadership and management have ensured that the quality of teaching is now satisfactory so that you make satisfactory progress. While this is good news, we agree with your headteacher that there is still some work to be done to make your school even better. We have identified some things which still need to improve. We have asked your school to:

- improve rates of progress and raise your attainment further, particularly for some boys in writing
- make sure all of your lessons are as good as the very best lessons in the school
- improve the way that senior staff check your learning by observing the work of teaching assistants when some of you are working outside your classrooms.

You can help your teachers by always trying your hardest and continuing to behave well. I wish you the very best for the future.

Yours sincerely

Amraz Ali
Her Majesty's Inspector

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