

School report

St Mary's Church of England Voluntary Controlled Primary School, Beverley

Eden Road, Beverley, HU17 7HD

Inspection dates 19–20 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress throughout the school and achieve well in mathematics, reading and writing.
- Attainment has improved well since the last inspection. At the end of Years 2 and 6, standards are above average in reading, writing and mathematics.
- Teaching is good overall and is particularly strong in Years 5 and 6.
- Due to good provision, children quickly settle into the Early Years Foundation Stage and achieve well.
- Behaviour, relationships and safety are good throughout the school and result in pupils enjoying school and doing well.
- A large majority of parents are fully supportive of all aspects of the school's work and only a few criticise various elements.
- Leadership and management, including governance, have improved since the last inspection. Leadership responsibilities are more widely shared. The senior leadership team and subject leaders all have a positive influence on the good progress pupils make. The school has good capacity to continue to improve.

It is not yet an outstanding school because

- In a minority of classes, teaching requires improvement because some pupils are unclear about how to move on to the next steps in their learning. In a few classes, pupils do not work sufficiently independently.
- In some classes, teachers do not always develop particular writing and mathematical skills in subjects other than English and mathematics.
- The training and the management of the performance of teaching assistants is not fully effective and thus teaching assistants make an inconsistent contribution to pupils' learning.

Information about this inspection

- Inspectors saw teaching in all classes, observing 17 lessons, most of which were full lessons, including two joint observations with the headteacher. In addition, a number of shorter visits were made to lessons in the Early Years Foundation Stage and to see particular aspects, such as the teaching of reading, or pupils being taught individually or in small groups. A range of other school activities including playtimes, lunchtimes and two assemblies were also observed.
- Past and current work in Key Stages 1 and 2 classes was looked at and inspectors listened to some pupils reading.
- Meetings were held with school leaders and other staff and members of the governing body. A face to face meeting was held with a representative of the local authority.
- Documents, including school development planning and reports showing the school's view of its own performance, safeguarding documents and policies and records relating to behaviour, safety and attendance were inspected. A range of information on the performance of the school in comparison with other schools nationally and the school's records of pupils' progress were analysed.
- The views of 68 parents who completed the on-line questionnaire (Parent View) were taken into consideration. Short discussions were held with 37 parents of a total of 58 children at the beginning of the second day of the inspection. The results of a recent school survey of parents' views with 174 returns held last September were also taken into account.
- Inspectors received the views of staff through discussions and also through analysing 17 responses to the inspection questionnaire. They received the views of pupils through both informal and pre-arranged discussions.

Inspection team

Roger Sadler, Lead inspector	Additional Inspector
Jane Salt	Additional Inspector
Susan Davis	Additional Inspector

Full report

Information about this school

- In this larger than average sized primary school, most pupils are of White British heritage and speak English as their first language.
- A below average proportion of pupils are eligible for the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. An average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- The school meets the government's current floor standards that set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement by:
 - ensuring teachers in all classes help more pupils know where to concentrate their efforts to improve their work
 - improving the quality of support for learning provided by teaching assistants by improving the quality of the training they receive and the management of their performance
 - ensuring that in all classes, the particular writing and mathematical skills being developed in English and mathematics lessons are taught in other subjects, such as history, geography and science
 - ensuring that in some classes, pupils develop more independence as learners.

Inspection judgements

The achievement of pupils

is good

- Most children start school with skills and abilities in line with those typically found nationally. They settle in the Early Years Foundation Stage quickly and soon make good progress due to good teaching and enter Year 1 with levels of attainment that are a little above average.
- National data, school records and pupils' work all show that pupils continue to make good progress from their starting points throughout the rest of the school. The strongest progress is made in the oldest classes where teaching is typically outstanding. Standards in reading, writing and mathematics are above average at the end of Year 2 and Year 6.
- The school's accurate records and pupils' work shows that pupils currently in Years 5 and 6 are on track to attain high standards by the time they leave the school. They are being thoroughly prepared for the next stage of their education.
- Reading standards have risen well. Attainment in the national screening for Year 1 and Year 2 pupils has risen well this year, as have the results of other national assessments.
- The school is fully committed to equal opportunities and discrimination is not tolerated. Therefore, all pupils are given an equal chance and the necessary support to succeed.
- Disabled pupils and those who have special educational needs do just as well as others in the school. The school's special educational needs coordinator does a very effective job in helping teachers fully address the needs of these pupils. New extra help provided before the start of the school day is helping these pupils and other pupils who are at risk of falling behind in their learning to make better progress.
- Most able pupils are generally well catered for and an above average proportion of Year 6 pupils attain the higher level (Levels 5 and 6) in their reading, writing and mathematics. The headteacher works closely with each individual teacher to ensure that these (and other) pupils are given sufficient challenge and support. Consequently, most able pupils, especially in the older classes, say that they enjoy the challenge of doing difficult work and they make good progress.
- The school spends the pupil premium funding in a wide variety of ways, including, for example, on additional staff who support these pupils effectively. National assessment scores in reading, writing and mathematics show that the gap in the attainment of those pupils eligible for free school meals and other pupils in the school is now very small in reading and mathematics. Although these pupils reach average standards in writing other pupils in the school reach standards that are above average.

The quality of teaching

is good

- Teaching has improved since the last inspection and is now good. The school's accurate records of pupils' progress and the quality of their work both in books and around the school shows that teaching is good over time and that the majority of pupils are not only making good progress in lessons during the inspection, but typically make good progress due to the good teaching they receive.
- Teaching is consistently good in the Early Years Foundation Stage. Children are taught to behave appropriately and given good quality guidance on other aspects of learning. They make good progress in their personal development and in their language and mathematical development. The vast majority of parents say that they are pleased with the start to school life their child has made.
- Despite teaching being good overall, there are still a small number of classes where pupils could do better. In those classes, pupils are sometimes unclear about the next steps in their learning. Although pupils in most classes concentrate very well, work hard and are able to think for themselves, occasionally, teaching is less demanding and this slows the progress of some pupils.
- Most able pupils, especially as they grow older, are confident, articulate and enjoy and respond

very well to the very challenging questioning and demanding teaching they mostly receive. Older pupils are fully aware of the levels at which they are working and know the next steps they need to make in order to move onto the next level.

- Teaching assistants mostly make an important contribution to pupils' learning, especially the learning of lower-attaining pupils, disabled pupils or those with special educational needs. Teaching assistants also often provide good quality support for pupils who find work more difficult during the extra sessions that take place before school and in the afternoons. However, there are occasions where teaching assistants, although helping pupils get on with activities, do not help move pupils' learning forward.
- The teaching of reading is much improved since the previous inspection. The effective teaching of letters and sounds, regular guided reading sessions and the well-organised support provided by many parents have helped pupils progress well in their reading.
- Writing is very well taught in English lessons and in some classes careful attention is given to ensuring that the aspects of writing being taught in English lessons are developed further in other subjects. However, this is not always the case. Not only writing skills, but also mathematical skills are not fully developed in subjects such as history, geography and science.
- Both calculation and problem solving in mathematics are well taught and account for the good progress pupils make in mathematics.

The behaviour and safety of pupils are good

- Pupils behave well. The great majority of pupils have positive attitudes to learning and enjoy the challenge of demanding teaching. Even when occasionally teaching is less demanding, pupils conduct themselves well in class. Many pupils respond very well to the new good quality additional teaching sessions that take place for small groups before school starts.
- In well-taught lessons, pupils are well motivated and are able to work things out for themselves or move onto the next task without delay, but in weaker lessons they are over-reliant on adults and show a lack of independence in their learning.
- Pupils enjoy school and the school has a long-standing track record of above average attendance. They show a clear understanding of how to behave safely and act with respect for the safety of others. Internet safety is promoted well by the school and rules for internet safety are well known to pupils.
- Pupils were polite, courteous and well mannered during the inspection. Discussions with pupils indicate that behaviour is typically good and the great majority of parents and staff consider behaviour and safety to be good.
- Many opportunities are provided for pupils to take responsibility. Older pupils and school councillors take responsibility for promoting good behaviour, for example as house captains, being role models and setting a good example.
- Pupils understand the difference between disagreement and bullying and know the different forms bullying can take. They are clear that bullying is rare in school and are confident that if it does occur, adults will deal with matters quickly and effectively.

The leadership and management are good

- The headteacher has high ambitions for the school. Since the previous inspection, the headteacher has worked determinedly to improve teaching and pupils' achievement. A key reason why these have improved is because the school meticulously monitors the progress and achievement of each pupil and all teachers accept responsibility for ensuring that every pupil in their class makes good progress. The headteacher holds regular meetings with individual teachers to check that each pupil is doing well. At these meetings, any extra support needed to help any pupil at risk of underachieving is agreed.
- Systems to improve the quality of teaching are good. Teachers are regularly observed teaching

and provided with feedback on their work. Training and coaching for teachers is effective. Teachers say that they find this helps them continually improve their practice. The school is aware of the inconsistencies in the quality of guidance for learning provided to pupils throughout the school and is taking appropriate steps to bring about the necessary improvements.

- Leaders who are responsible for subjects make a good contribution to improving pupils' learning. They are trained well and their work is strongly coordinated by a senior leader. Although subject leaders for writing and mathematics have done much to raise standards in their subjects, they have not ensured that pupils routinely, in all classes, have opportunities to apply and develop the particular skills they are learning in their writing and mathematics lessons in other subjects, such as science, history or geography.
- The performance of teachers is well managed. Teachers know exactly what is expected of them and part of their pay is dependent on the quality of their work and the progress that pupils in their class make. Training and performance management for teaching assistants is much less effective. However, the school has an appropriate plan for dealing with inconsistencies in the quality of support provided by teaching assistants and is planning to improve training for them.
- The basic skills of reading, writing and mathematics have a strong part in the school's curriculum. The curriculum is far from narrow and good attention is paid to subjects such as art and design and music. There is also a good programme of school clubs. The school choir and orchestra are highly regarded by pupils and parents. Visits outside school and visitors to school take place regularly and Year 6 pupils participate in an annual residential trip to an outdoor pursuits centre.
- The school's well-developed personal and social education programme and its caring ethos make a strong contribution to pupils' good spiritual, moral, social and cultural development and their good behaviour and relationship skills.
- All pupils are given equal opportunity to succeed and the curriculum is effectively modified to meet the learning needs of pupils of differing abilities. Consequently, the most and least able pupils make good progress.
- The local authority, through regular visits, provides sound support and challenge to the school. Support on lesson observation has helped improve the rigour and quality of the checks on teaching the headteacher makes. Local authority governor training and support provided by the headteacher have improved the leadership of the governing body. The headteacher has formed useful partnerships with other schools to help teachers and leaders learn one from another.
- The school uses funding to good effect. The headteacher plans with governors how to gain best value from new government funding, such as for pupil premium pupils or the new Primary School Sports funding. The headteacher works very closely with governors to check that funding such as this is used well. Pupil premium spending was successful last year and helped the gap between the attainment of these pupils and other pupils to close well. Sports funding is being allocated effectively to help more pupils participate in physical activities, such as gymnastics and orienteering.

■ **The governance of the school:**

- Governance is much improved since the previous inspection. The headteacher has worked closely with the governing body to ensure that they receive concise, high quality information on the performance of the school. Governors are now adept at analysing this information and use it well to provide challenge to senior leaders and subject leaders to continually improve the school. The governing body carries out its duties to ensure that the quality of teaching and the performance of all staff is continually improved, and uses financial incentives for staff appropriately. Governors are fully aware of their responsibilities regarding safeguarding, and have ensured that the school's arrangements for safeguarding fully meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118030
Local authority	East Riding of Yorkshire
Inspection number	425823

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Margaret Hairsine
Headteacher	Lucy Jordan
Date of previous school inspection	14 February 2012
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