

# Beverley Minster Church of England Voluntary Controlled Primary School

St Gile's Croft, Beverley, HU17 8LA,

**Inspection dates** 4–5 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The school has improved significantly since the previous inspection because there is now whole-school urgency about learning that is driving up standards.
- From starting in Reception, pupils make good progress through the school to the end of Year 6. Current standards are above average, particularly in writing, and pupils achieve well.
- Teaching is good and, at times, outstanding. Teachers expect the best from pupils, who describe some teaching as 'spectacular'.
- Pupils have good attitudes to learning and enjoy school. They behave well and feel safe and well cared for.
- In under a year, the new headteacher has implemented changes that have swiftly allowed leaders at every level to contribute fully to school improvement and made them accountable for it. Staff members are unified in their ambition to drive standards up further.
- The management of teaching and learning is particularly successful and accounts for pupils' improved standards and progress.
- The governing body has improved the way that it works with the school and now does well in holding it to account.

### It is not yet an outstanding school because

- There is not yet enough outstanding teaching to speed up pupils' progress even more. The school does not make enough use of the best teaching to help improve overall quality. Sometimes teachers do not build quickly enough on what pupils already know.
- The range of technology used in classes to help pupils to learn is too limited.
- In some Key Stage 1 classes, pupils do not develop the skills they need to record work in their own way because too many worksheets are used.

## Information about this inspection

- Inspectors saw 27 lessons or part lessons. Three of those were observed jointly with the headteacher or an assistant headteacher.
- Meetings were held with pupils, members of staff and the governing body and a representative from the local authority.
- Also taken into account were 97 responses from parents via the online questionnaire Parent View as well as some written responses and staff questionnaires.
- Inspectors observed the school's work and examined a wide range of documentation including: national assessment data and the school's assessments; the school's own view of its work; local authority reports; minutes from governing body meetings; samples of pupils' work and safeguarding documentation.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Christine Millett

Additional Inspector

Tony Price

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school in which the vast majority of pupils are White British.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The proportion of pupils supported by school action is above average.
- A below average proportion of pupils are supported by school action plus or have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- There is before- and after-school care on site. This is not managed by the governing body and receives a separate report.
- The headteacher took up his post in April 2013.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in the school by:
  - using the existing outstanding teaching more effectively as a model to help others to improve
  - always being sure about what pupils already know and can do to avoid wasting time for teaching and learning by going over things unnecessarily
  - helping pupils in Key Stage 1 develop their own recording skills earlier by reducing the number of unnecessary worksheets
  - providing a wider range of technology in classrooms so that pupils can use it more effectively to help them learn in all subjects.

## Inspection judgements

### The achievement of pupils is good

- From generally typical starting points for their age when they enter Reception class, children make good progress in all that they do. Careful provision for their well-being and good teaching mean that children settle quickly, develop well socially and emotionally and gain all the skills and confidence they need to move into Year 1. Most reach a good level of development during their first year in school particularly in their social and communication skills reflecting the good improvement made in the leadership and provision in the Early Years Foundation Stage.
- This good start is built upon well in Key Stage 1 where good teaching brings about above average standards in reading, writing and mathematics by the end of Year 2. Some impressive number calculation was seen in Year 1 and Year 2 classes which clearly indicated pupils' good ability to think thorough problems and solve them mentally.
- Pupils reach good standards in reading. They read confidently by Year 2 and are very enthusiastic about books. The proportion of pupils in Year 1 who reached the expected standard in the national phonics screening test (letters and sounds) doubled in 2013 and is set to rise again in the current year.
- Current standards in English and mathematics in Year 6 are above average. In Years 3 to 5, inspection evidence shows that pupils are working above expectations, most notably in their writing. Progress has accelerated considerably over the past year, in line with improved systems for checking progress, more ambitious targets for achievement, effective teaching and learning and pupils' positive attitudes. Reading is developed well throughout the school. By Year 6, pupils have acquired good reading skills and a lively interest in books. They read fluently, use expression well and show good understanding of what they read.
- Pupils achieve successfully in many areas of their learning. The choir performs well, and there is good quality art work to be seen. Pupils achieve well in sports, and topic work is of good quality and well presented.
- The most able pupils are identified in school and clear expectations are set for them. Progress of those who could potentially achieve the highest Level 6 in the national test is checked carefully. The good quality feedback they get from teachers and opportunities to set their own targets help them to keep up their good rate of progress.
- Disabled pupils and those with special educational needs make good progress. Recent changes in leadership of those pupils' learning and better systems to plan and check progress have brought good improvements. Records show that most pupils make at least expected progress from their relative starting points and additional help for pupils has brought particularly good improvement and better achievement in reading.
- The numbers of pupils supported by the pupil premium in each class is small. Nevertheless, there is a very thorough analysis of progress for pupils known to be eligible for free school meals to make sure that there is equality of opportunity for all pupils. School data show that the group did better than others in the school in mathematics in 2013 and that the attainment gap in English narrowed considerably.

### The quality of teaching is good

- Teachers respond well to the guidance and support they receive from the headteacher and other senior leaders. Over the past year, expectations and teachers' accountability for progress have increased significantly. Alongside those, the quality of teaching has improved. There is a shared commitment to continue the journey and sights are firmly set on teaching becoming outstanding in the future.
- Although there are some outstanding aspects to teaching that lead to excellent progress in some lessons, these are not yet used as a model for all teaching throughout the school as a way of

raising the overall quality of teaching quickly.

- Lessons are planned well. Teachers identify the steps in learning that pupils will take and record in pupils' books when those steps are achieved, so they plan accurately for the next stages. Work is generally set at levels that bring the best out of pupils. Occasionally, teachers are too cautious in their assessments of what pupils already know and do not move learning on as quickly as they could.
- Literacy skills are taught well. Pupils always know what they need to do to succeed and are constantly reminded of their past learning and how to improve on it. Pupils use their writing to good effect in other subject areas. There is high-quality writing to be seen from all classes in topic books and in displays around the school.
- Teaching in mathematics lessons is good. Pupils have a good grasp of number systems and multiplication tables at their appropriate level. Pupils have ample opportunities to use their knowledge because of the strong emphasis on problem solving. Teachers use a good range of methods to help pupils learn. For example, in Year 4, those who had a good grasp of their work willingly worked alongside others who were less sure. This was a good way for everyone to learn and a further proof of pupils' positive attitudes.
- Some learning resources are used effectively for practical work but pupils do not have enough opportunities to apply the skills they learn in the computer suite during other lessons. The limited range of 'everyday' technology available to them restricts, to some extent, the ways that pupils can learn.
- Teachers' marking is always at least good. There is some marking in mathematics of exceptional quality in Year 6 where pupils are also involved in picking out what they have done well and planning what they will do next. Pupils take pride in their work and keep books tidy. In Key Stage 1, however, there is an over-reliance on worksheets in some classes, especially in mathematics and topic work. This does not help pupils to develop their own neat presentation of work.
- There is good teaching provision for disabled pupils and those with special educational needs. Their individual plans are carefully mapped out and they are taught skilfully in lessons and in small groups where teaching assistants make a valuable contribution to their learning.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils in lessons and around the school is good.
- Pupils' attendance at school is consistently above average. They arrive in school promptly ready to start the day with a vigorous 'wake and shake' session, after which they are ready to learn. This contributes to the wider picture of sports activity in the school and the strong focus on nurturing pupils' physical well-being.
- They enjoy lessons and report that 'Teachers really care about us and try really hard to help us'. Positive attitudes were confirmed by a pupil who said, 'We all know our targets, help set our own and monitor our own progress'.
- Pupils' spiritual, moral, social and cultural development is good. They keep up the school's Christian values through links with the Minster, behave well around the school and enjoy each other's company in the playground.
- Pupils are polite and well mannered in their dealings with others and know how to adjust their behaviour sensibly in different situations such as in assemblies or in the dining room. They also work hard and show good initiative in their efforts to raise funds to help others.
- Pupils contribute significantly to the everyday life of the school and carry out their duties conscientiously. For example, the active school council gives all pupils a chance to share their ideas about school. Others are play leaders at break times and some are watchful over the safety of parking outside the school.
- The school's work to keep pupils safe and secure is good.
- Pupils feel safe in school. They know that help is always at hand if they need it from school staff

who care for them well.

- They are well aware of the various forms that bullying can take including that linked to the internet or mobile phones. Some parents have raised concerns about bullying but pupils say that there is no bullying in the school or any offensive name-calling. They know how to deal with it should it occur.
- Overall, parents are supportive of the school and some shared very positive views with inspectors about how pleased they are with their children's progress.

## **The leadership and management** are good

- The headteacher very quickly identified what needed to be done in the school. His vigorous leadership has won him the full support of teachers who now have clear direction and accountability for the work they do.
- Senior leadership has been transformed. The roles of assistant headteachers are firmly established. They are enabled to support the headteacher well by helping to check teachers' performance and contributing to the school's accurate overview of the progress of every pupil in the school.
- The first-class management of teaching and learning has been crucial in the school's improvement. The system introduced by the headteacher for cross-checking pupils' work with teachers' assessments gives a clear and accurate picture of teachers' effectiveness. Regular lesson observations, well-planned training and honest professional discussion with the headteacher, underpinned by the Teachers' Standards, have helped teaching and pupils' progress to flourish.
- Middle leaders with responsibility for leading subjects work effectively to maintain a good curriculum that challenges pupils and helps them to achieve well. There is a lot of enrichment through sports and other well-attended clubs that help pupils to develop their skills and interests. Curriculum events that are especially popular are residential visits which encourage pupils' personal development and their good relationships with others.
- The sports funding allocated to the school is used effectively to enhance club activities for pupils and improve the teaching of physical education. Some has been used to train a band of pupils as play leaders to help keep everyone active during break times.
- The school has worked effectively with the local authority that now sees the school as fully capable, because of its past track record, of managing its own continued improvement.
- **The governance of the school:**
  - The governing body has strengthened since the previous inspection and changed the way that it holds the school to account. Through rigorous training and a good range of expertise it challenges the school strongly over standards. Governors know how to interpret the school's performance data so as to compare it with other schools. They are supportive of new initiatives to bring improvement, such as the changes to leadership roles. They have a clear overview of teaching quality in the school and how it is linked to the salary structure. Governors work with the headteacher to ensure that teachers are rewarded suitably when they do well and are given support when they need to improve. They are watchful over the impact of pupil premium spending on the achievement of those eligible and similarly over the benefits to pupils through the primary sports funding. Other statutory duties are managed efficiently including the overseeing of safeguarding arrangements which meet all government 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

<b>Unique reference number</b>	117971
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	430875

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gillian Pickford
<b>Headteacher</b>	Brian Stillings
<b>Date of previous school inspection</b>	18 April 2012
<b>Telephone number</b>	01482 869947
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