

# Inspection of St John of Beverley Catholic Primary School - a Catholic voluntary academy

Wilberforce Crescent, Beverley HU17 0BU

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Inspection dates: 27 and 28 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

St John of Beverley Catholic Primary School is a caring and inclusive school where everyone is welcomed as part of 'God's family, to share, play and learn together'. Leaders at all levels are passionate about their school. There are high expectations for pupils' learning and behaviour. Leaders pride themselves on developing positive, supportive relationships with pupils, staff and parents and carers.

Pupils are happy, friendly and enjoy coming to school. They behave well and are respectful to others. Pupils value the rewards they receive for good behaviour, such as the kindness cup, house points and merits. Children in the Reception Year are thrilled to receive 'I love it' stickers for the work they produce independently.

Pupils say that bullying used to happen, but it has not happened recently. They know that there are different types of bullying, such as verbal, physical and cyber-bullying. Pupils are confident that if bullying were to happen, the adults in school would listen to them and take it seriously.

Pupils contribute positively to the life of the school. They take on leadership roles such as sports councillors, house captains and 'mini-Vinnies' (school council). Pupils enjoy these roles and take their responsibilities seriously. There is a wide variety of extra-curricular clubs and school trips, which pupils and parents value.

## **What does the school do well and what does it need to do better?**

The school has been through a significant period of change over the last 12 months. The move to St Cuthberts's Roman Catholic Academy Trust in January 2023 has led to further changes to the curriculum.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They have thought carefully about the curriculum. They have identified the knowledge and skills that pupils need to know and remember in most subjects. However, in some subjects, such as geography, the sequencing of learning is not as carefully mapped out to ensure that pupils achieve the ambitious aims of the curriculum.

In some subjects, such as mathematics, leaders have a clear overview of their curriculum area. They can explain how the order in which the curriculum is taught builds pupils' knowledge over time. However, due to the recent changes, some subject leaders are not yet able to do this confidently. They are not able to make meaningful checks on how well the curriculum is being implemented and if pupils have remembered the intended curriculum.

Teachers explain and demonstrate learning well for pupils. They provide opportunities for pupils to recall and recap their prior learning. This helps pupils to

know and remember more of the curriculum. Most pupils enjoy their learning and have positive attitudes to their learning.

Leaders have prioritised the teaching of early reading. Phonics is taught from the start of the Reception Year. Children become fluent, confident readers as early as possible. Pupils who need extra help are identified quickly. They get the support they need to catch up. Pupils enjoy reading and studying their whole-class books, such as 'Alice in Wonderland' and 'Holes'. They read regularly and can talk about some of their favourite authors.

There are effective systems and processes for identifying and supporting pupils with SEND. Teachers know these pupils well. They use a range of strategies to remove barriers to learning. Pupils with SEND feel included. They access the same curriculum as their peers. Parents are positive about the support their children receive.

Children in the early years get off to a good start. They play well together, share, and take turns. Leaders have thought carefully about how the curriculum prepares children for Year 1 and beyond. Staff promote the development of children's knowledge and vocabulary very well. Children use their phonic knowledge confidently to write independently. For example, they create a price list for the slippers on sale in the class shoe shop.

Pupils' personal development is an important part of the school's curriculum. The Catholic ethos of the school develops pupils' spirituality. Pupils recognise that it is important to learn about different cultures and religions. They are respectful of others. They value difference and know why it is important to treat others fairly. Children in the early years know how to keep themselves healthy. They know it is important to eat healthy foods, brush their teeth and exercise regularly.

Parents are positive about the school and the quality of education and support their children receive. Leaders take staff workload and well-being into consideration. Staff appreciate this and feel well supported. Leaders at all levels, including the trust's executive leaders and trustees, are focused on ensuring that all are pupils are happy, safe and achieve highly so that they are prepared for their futures.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders check the suitability of adults working at the school. They ensure that staff receive regular safeguarding training. This helps to ensure that staff are alert to potential risks and signs of harm. Leaders are tenacious in the actions they take to ensure that children and their families receive the support they need. Leaders are aware of the issues that might affect the welfare of children and families in the community. They respond appropriately to these.

Pupils feel safe in school and are safe. They know how to keep themselves safe online and when out and about in the community.

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

### **(Information for the school and appropriate authority)**

- In some subjects, such as geography, the sequencing of knowledge is not carefully mapped out. This means that some pupils do not reach the ambitious end points of the curriculum. Leaders need to ensure that all subjects are carefully sequenced so that new knowledge and skills build on what has been taught previously.
- Some subject leaders do not have a strong overview of the curriculum in their subject. They are unable to make effective checks on how well the curriculum is being implemented and if pupils have remembered the intended curriculum. Leaders need to ensure that all subject leaders are well equipped to monitor their subject and have a clear oversight of how well pupils learn the intended curriculum.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	147252
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10269143
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mr David Laws
<b>Headteacher</b>	Mrs A Nicholl
<b>Website</b>	<a href="http://www.stjohnofbeverleyrcprimary.org.uk">www.stjohnofbeverleyrcprimary.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- As a Catholic school, the school is part of the Diocese of Middlesbrough. Its most recent section 48 inspection was on 7 and 8 June 2023. The school was judged to be good for overall effectiveness.
- The school became a part of the St Cuthbert's Roman Catholic Academy Trust in January 2022 following the closure of its previous trust. This is the second trust the school has been with since converting to an academy in 2019.
- When the school's predecessor school, St John of Beverley Roman Catholic Primary School, was last inspected by Ofsted, it was judged to be good overall.
- This school does not currently make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted reports.
- Inspectors spoke to senior leaders, including the chair of the board of trustees and the chair of the local governing board.
- Inspectors carried out deep dives in early reading, mathematics, geography, and computing. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and a sample of work for science and religious education.
- Inspectors spoke with leaders about pupils with SEND, visited some pupils with SEND in lessons and spoke to them about their learning.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke to pupils about their views of the school, their learning, behaviour and safety.
- Inspectors checked procedures for safeguarding. They scrutinised records for safeguarding and checked the school's single central record.
- Inspectors evaluated the responses from parents to Ofsted's online survey, Parent View. Inspectors spoke to some parents who were dropping their children off at school. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online surveys.

## Inspection team

Ruth Beckett, lead inspector

Ofsted Inspector

Angela Harper

Ofsted Inspector

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