



Beverley Minster Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 117971
LEA East Riding of Yorkshire
Inspection number 280201
Inspection dates 7 November 2005 to 8 November 2005
Reporting inspector Mr Keith Bardon

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

Type of school	Primary	School address	St Giles Croft
School category	Voluntary controlled		Beverley
Age range of pupils	4 to 11		HU17 8LA
Gender of pupils	Mixed	Telephone number	01482 869947
Number on roll	465	Fax number	01482 886018
Appropriate authority	The governing body	Chair of governors	Mr Andrew March
Date of previous inspection	1 March 2000	Headteacher	Mr Clive Hyland

Age group 4 to 11	Inspection dates 7 November 2005 - 8 November 2005	Inspection number 280201
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large primary school providing education for boys and girls aged between 4 and 11 years. It is situated close to the centre of Beverley in an area of social and economic advantage. Most children start school with attainment that is a little higher than usual. A very small number of pupils come from minority ethnic groups. All pupils are fluent in English. An average proportion of pupils have learning difficulties and/or disabilities. The school has had both a new headteacher and a new deputy headteacher since it was last inspected and has reduced in size by almost 200 pupils.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with the potential to be even better. The school has an accurate perception of its effectiveness, and the positive opinions most parents hold are justified. Pupils are taught well and as a result they make good progress and achieve above average results in the national tests. They enjoy their lessons and feel safe and secure in the school's warm and caring atmosphere. When they leave at the end of Year 6, pupils are knowledgeable and mature individuals, well equipped to continue their education at secondary school and beyond. Very good provision in the reception class triggers pupils' enthusiasm for learning and gives them a very secure start to school. By the end of reception most have attained or exceeded the targets for their age. The school is well led and managed by the headteacher, senior staff and governors, who work closely as a team. They monitor the work of the school conscientiously but need to pay closer attention to what pupils are gaining from the decisions the school has taken. Since it was last inspected the school has retained and built upon the many positive features identified at the time. Senior staff and governors have planned carefully for the school's future, taking full account of the changes that are occurring and the challenges it faces. As a result the school is well placed to move forward and to continue to thrive. It provides good value for money.

not applicable

What the school should do to improve further

- Extend and develop the school's self-evaluation procedures so that at all times they provide a clear and accurate picture of how the work of the school is influencing pupils' achievement.

Achievement and standards

Grade: 2

Pupils achieve well and standards are significantly above average. Many children benefit from pre-school learning and enter the reception class with a good range of basic skills. The school uses this solid base as a platform for sustained progress and pupils leave at the end of Year 6 with well-developed knowledge and skills. Lively activities in the reception class stimulate children's learning from the outset and by the time they move into Year 1 most have attained or exceeded the targets for their age. The performance of Year 2 and Year 6 pupils in the national tests is often significantly above the national average and, while to some extent this is to be expected, the consistency with which high test scores are achieved is impressive. Of particular note is the proportion of Year 6 pupils who attain the higher level in the writing tests, which in 2005 was 20% above the national average. It is also encouraging to see that, unlike in many primary schools, boys' and girls achieve equally well. To help maintain this level of performance, the school sets challenging targets which it often achieves or gets very close to. Pupils with special educational needs receive

well-judged support and maintain a similar rate of good progress to that of other pupils. Pupils from minority ethnic backgrounds achieve well.

Personal development and well-being

Grade: 2

Inspectors agree with the school that pupils' personal development and well-being are good. Spiritual, moral, social and cultural development is good and this is reflected in pupils' extremely positive attitudes to learning and their enjoyment in coming to school. Pupils have especially enjoyed working with dancers and artists in a creative project in which they researched different cultures from around the world. The school has close links with Beverley Minster and other churches, which enhance many aspects of pupils' personal development. Pupils show concern for others and initiate and support fund-raising initiatives in response to international disasters such as the South Asian Earthquake. Members of the school council are proud of their contribution to improvements in playground equipment and consider they have an important role in influencing school developments. Pupils know a lot about healthy eating. They run a healthy tuck shop at break time and many children bring fruit to school for snacks in addition to that provided by the National Fruit Scheme. Pupils' participation in sporting activities is good. The early morning activity "Wake up and Shake Up", where they exercise energetically to dance and aerobic routines, is enjoyed thoroughly. Pupils' behaviour and attendance are good. They are considerate and polite around school and the older pupils take good care of the youngest. Pupils acquire basic skills of literacy and numeracy to a good level and work well together, ensuring a solid foundation upon which to build important skills for later life.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school's evaluation that teaching and learning are good. Teachers have secure subject knowledge, as illustrated by the good quality of marking seen in Year 6, which identified accurately the next steps of learning for each pupil. Teachers are clear about what is to be taught and learnt. This is shared with children at the start of each lesson and helps teachers and pupils to remain focused throughout. A range of effective strategies is employed to engage and motivate the learners. Teachers place much emphasis on involving the pupils in their learning. 'We don't just sit and listen. Teachers get us involved. We learn more because we are interacting' was the response of one Year 6 pupil.

In the best lessons pupils' behaviour is managed well, with teachers skilfully using humour and encouragement to hold children's attention. However, on occasions, teachers fail to insist that children are paying full attention before they talk to them and key teaching points have to be repeated. Teaching assistants play an important

role and in most lessons they are deployed effectively to support pupils, particularly those who need additional help and guidance.

Teachers make good use of assessment data to inform their planning and to identify and respond to pupils' learning difficulties and/or disabilities or particular gifts and talents. Pupils make productive use of a 'traffic light' system to show teachers how confident they feel about their learning in mathematics. This gives teachers a clear picture of how well individual pupils have grasped a particular idea. Additional support is given to those children experiencing difficulty and further challenge to those who have easily understood a concept. The quality of teaching and learning could be even more effective if lessons were evaluated systematically in relation to the achievement generated.

Curriculum and other activities

Grade: 2

The curriculum is good. Lessons are planned thoroughly and key literacy and numeracy skills are taught well across the different subjects. Project work, which often involves pupils studying different subjects in tandem, is used effectively to develop independence and extend learning. For example, pupils in Year 5 talked enthusiastically about their 'Space' projects and furthered their knowledge of how to learn by sharing their experiences. The curriculum is suitably adapted for children with learning difficulties and/or disabilities and those who are gifted and talented.

Personal, social and health education and citizenship make a valuable contribution to pupils' learning and to the school ethos. Class discussion time is used constructively to develop children's self-esteem and the school is currently working towards the Healthy Schools Award. A good range of visits out of school, including the residential visit to Ingleborough Hall, builds on prior attainment and extends children's knowledge. A wide range of extra-curricular activities provides pupils with further opportunities for learning and personal development, which they enjoy and value. In the reception class, lively activities ensure that children regularly experience all the required areas of learning, both inside and outside the classroom.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. Pupils who have learning difficulties or require help with a particular problem are well supported by staff. The special educational needs coordinators work closely with parents and other agencies to ensure children on the special educational needs register stand the best chance of success. Staff are vigilant and fully committed to children's welfare and to helping them develop healthy lifestyles. Child protection procedures are well established in the school and staff receive regular training to keep them up to date. Health and safety procedures are firmly in place. The school regularly reviews and updates risk assessments for the safety and security of the school building, as well as trips and outside activities such as the Year 6 residential visit. Most pupils say that they feel safe and secure in school but a number do worry that there is not a discreet way they can let their teacher know

they want to talk about something that is worrying them. At times of change in each pupil's education, such as when they move to secondary school, good arrangements are in place to make sure the transition is as smooth as possible.

Leadership and management

Grade: 2

Leadership and management are good and the school's own evaluation is accurate. The headteacher provides supportive and confident leadership and the school is well up to speed with current educational thinking and national initiatives. Senior staff show a strong commitment to the school and all its pupils and carry out their responsibilities diligently. The school's caring ethos and strong commitment to equal opportunities for all encourage pupils to work hard and try their best, and this is reflected clearly in the standards they achieve year on year. Systems for monitoring the work of the school are firmly established and the information they provide is used constructively to identify areas for further development. However, evaluations of the school's work and of the outcomes of development often focus on what is taking place rather than on what pupils are gaining. When this happens, information about exactly what is influencing pupils' achievement is missed. The structure of senior management is presently being reorganised and well-considered plans have been formulated which take into account the school's present and future needs. This provides an ideal opportunity for the school to review and develop its systems for school evaluation.

Members of the governing body strike a very effective balance between supporting the school and holding it to account. Governors meet their statutory responsibilities fully and play an active part in decision making. Senior staff and governors are working closely together to ensure that in these times of change the school continues to provide pupils with the quality of education parents have come to expect. Parents are consulted regularly and their views shared and acted upon. With a sharpening of self-evaluation strategies this good school has the potential to be very good or even better.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Beverley Minster Church of England Voluntary Controlled Primary School
St Giles Croft
Beverley
HU17 8LA

9 November 2005

Dear Children,

Thank you very much for making us feel so welcome when we visited your school recently. Although we were with you for only two days, we enjoyed finding out about the work you do and a special thanks to those who talked with us about the school. Beverley Minster Primary is a good school and we can understand why you enjoy it so much.

These are the things we particularly liked about the school.

Teachers make learning interesting and boys and girls of all ages make good progress.

Children listen to their teachers and behave well.

Adults are caring and helpful and the school is a nice place to be.

Children are very friendly and readily help each other.

Children work hard in lessons and do very well in the tests they take.

Children are encouraged to take regular exercise and to have a healthy lifestyle.

The school listens to children's views and acts on their suggestions, such as how to make playtime more enjoyable.

Children are given a good start to school in the reception class.

We also looked at what the school might do next. Here are some of the things we suggested.

Make sure that the very best methods are used to find out how well the school and its pupils are doing.

Provide ways in which you could let your teachers know that you would like a quiet word with them about something that is important to you.

Keith Bardon
(Lead inspector)

Annex B