



Beverley High School

Inspection Report

Unique Reference Number 118072
LEA East Riding of Yorkshire
Inspection number 280233
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Susan Wareing

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

Type of school	Comprehensive	School address	Norwood
School category	Community		Beverley
Age range of pupils	11 to 18		East Riding of Yorkshire, HU17 9EX
Gender of pupils	Girls	Telephone number	01482 881658
Number on roll	858	Fax number	01482 870935
Appropriate authority	The governing body	Chair of governors	Mr W Fowler
Date of previous inspection	1 October 2000	Headteacher	Mrs R Vincent

Age group 11 to 18	Inspection dates 12 October 2005 - 13 October 2005	Inspection number 280233
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and three additional inspectors.

Description of the school

This 11 to 18 girls' comprehensive school is smaller than average. There are 858 pupils including 150 girls in the joint sixth form. The proportion of pupils eligible for free school meals is lower than average as is the proportion who have learning difficulties and/or disabilities. The numbers who do not speak English as their first language are also low and few are from minority ethnic groups. Overall, the pupils start school with broadly average prior attainment but there are many who are very able. The school has Technology College status and works with a wide range of external partners.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges overall effectiveness to be outstanding. The inspectors judge it to be good. Most pupils achieve above average standards and make good progress. They enjoy school, feel safe and have good attitudes to learning. The care and support of pupils are a strength. The school tries hard to meet the needs of all its current learners, including those who find the work difficult. However, there need to be more vocational opportunities for all pupils at Key Stage 4. The school has recently recruited a number of senior leaders, although their individual and corporate skills and responsibilities have yet to show through in the work of the school. Monitoring and evaluation are not yet routine and need to be more sharply focused on learning. This was a key issue in the last inspection and systems are only just beginning to show impact. Governors know the strengths of the school and how it works. They take their responsibilities very seriously. The accommodation has improved since the last inspection and there are plans for further building. Finances are well managed and the school's specialist status is used well to benefit pupils. The school has good capacity to improve further and gives good value for money.

not applicable

What the school should do to improve further

- Develop systems to ensure that all monitoring procedures are robust and sharply focused on pupils' learning.
- Ensure that all pupils in Key Stage 4 have opportunities to follow vocational courses.

Achievement and standards

Grade: 2

The school grades standards and achievement as good and inspectors agree with this judgement. Overall, pupils make good progress as they move through the school. Pupils' current attainment on entry to the school is broadly average although there are more higher attaining pupils than is normal. Test results show that overall these pupils reach above average standards in English, mathematics and science by the end of Year 9 and make good progress through the school.

Pupils who took general certificate of secondary education (GCSE) exams in 2004 and 2005 entered the school with above average attainment but gained well above average results in Year 11 and therefore made good progress. In 2004, pupils achieved particularly well in English language, German, history and physical education but did less well in art and English literature. The progress of all groups of pupils, including those with learning difficulties and/or disabilities and the higher attaining pupils, is good when measured against their capabilities. This reflects the good provision the school makes for pupils' individual needs.

In the sixth form, results have been well above average for the last two years with a high proportion of students gaining the highest grades. In 2004, students achieved well in most subjects. They were particularly successful in drama and psychology but attained least well in mathematics. Students make good progress in the sixth form.

Personal development and well-being

Grade: 2

The school judges pupils' personal development and well-being as outstanding. The inspection found them to be good in all respects, with nothing being exemplary. A strength is the range of activities and learning opportunities used to promote their spiritual, moral, social and cultural development. A small number of parents have concerns about behaviour but the inspection judged behaviour to be good. The school has put in place appropriate measures to address a few recent incidents of disruptive behaviour and these are beginning to have a positive impact. Attendance rates are above average and unauthorised absence is rare. Pupils enjoy school, as is evident from their positive attitudes and their participation in out-of-lesson activities. They feel safe and free from intimidation and bullying. The school helps pupils understand how to stay healthy and develops the skills needed for future employment and economic well-being. There are good working relationships between the pupils, including the very small number from different cultural backgrounds. Environmental and charity work enables all to contribute to the community. The school surveys the pupils' views on a regular basis and acts on them where possible.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

The school evaluates the quality of teaching as outstanding. The inspectors judge it to be good. No lessons seen were less than satisfactory and the majority were good. Teachers have good subject knowledge and establish positive relationships with pupils based on mutual trust and respect. Pupils have very positive attitudes to learning and this helps them make good progress.

A strong feature of teaching is the way that effective planning and preparation makes sure that lessons are well matched to the needs of all pupils. In the best lessons, a variety of approaches and resources are used to cater for the full ability range. This keeps the pupils interested and makes sure they learn quickly and are challenged enough. Some very effective group work was seen and generally the pupils collaborate and support each other well. In the less effective lessons, teachers spend too long on explanations and opportunities for the pupils to take responsibility for their own learning are missed. Learning in these lessons is less rapid. Teaching assistants are very effective in supporting individual pupils but the coordination and monitoring of their work are underdeveloped.

Although good practice was seen in some areas, for example, in technology, marking and assessment are not always consistent across the school. Pupils are therefore sometimes unclear about what level they are working at or what they need to do to make further progress in their learning. When systems for monitoring teaching and learning and sharing of good practice are more fully developed, they should have a positive impact on this aspect of the school's work.

Curriculum and other activities

Grade: 2

The school judges the curriculum for the main school as good but as outstanding in the sixth form. The inspection found the curriculum good throughout; it meets statutory requirements and the joint sixth form provision ensures enough choice of academic subjects. In the main school, a broad but largely academic curriculum effectively meets the needs of most learners and a particular strength of the school is its commitment to ensuring all subjects are taught by appropriately qualified specialist staff. However, the school acknowledges that greater choice and flexibility at Key Stage 4 are required, for example, through the provision of more vocational courses.

Provision for the development of literacy and numeracy is good and in many lessons seen there was a particular focus on the understanding and use of technical vocabulary. The school's range of information and communication technology (ICT) resources is used effectively in lessons and studying for an internationally recognised qualification contributes to the skills pupils develop in using ICT. The needs of pupils with learning difficulties and/or disabilities are met well. Access to effective careers guidance is good and all pupils participate in work experience. Many pupils also enjoy involvement in a wide range of clubs and activities. Pupils are taught how to remain healthy and safe.

Care, guidance and support

Grade: 1

The care, guidance and support provided for all pupils are outstanding. A particular feature is the employment of a full time student support manager and school nurse who both have health and social care backgrounds. This ensures that effective professional support and care is always available to those pupils who wish to confide in an adult and seek advice. Vulnerable pupils and those with learning difficulties and/or disabilities are identified at a very early stage and the tailored support they are given helps them make good progress in their learning and personal development; the progress made by some is outstanding. The provision for the welfare, health and safety of pupils is very good, and correct health and safety procedures and risk assessments are carried out. The procedures for child protection are known by all staff and, when needed, they operate them effectively. Pupils receive appropriate and timely advice and guidance on courses of study and career progression.

Leadership and management

Grade: 2

The school judges leadership and management to be outstanding. The inspectors consider it to be good for both the school and the sixth form.

The school promotes personal development and achievement for all pupils effectively. Standards of care, guidance and support are meeting pupils' needs well and new behaviour strategies, recently implemented, are beginning to have a positive impact. The headteacher has embraced many new initiatives and recruited a significant number of new middle and senior leaders. They should be able to contribute to the school's capacity to improve, provided sufficient opportunities are delegated to them. Despite the effectiveness of much of the work, further gains could be made if the school improved both the frequency and consistency of its monitoring and evaluation. This would allow a sharper focus on the quality of teaching and of pupils' learning and enhance the school's planning for the future. The governors know the school well and act as critical friends. Resources are well managed and the school provides good value for money.

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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	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	1

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

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	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

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Beverley High School

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HU17 9EX

14 October 2005

Dear Pupils and Students

Following our visit to inspect your school we would like to tell you about the things we found out. We enjoyed talking with you and we were impressed by your maturity and confidence. We learned that most of you enjoy coming to Beverley High School because it is a good school where you progress well and feel safe. You told us that there is always someone on the staff who you can talk to if you have any problems. You find it easy to make lots of friends and have good relationships with your teachers as well.

Teaching is good and your teachers know a great deal about their subjects. This, and your generally good behaviour and interest in your work, helps to explain why the school's examination results are generally above average.

The school's buildings are improving and more new buildings are planned. When these are finished, it should make a real difference and help you to enjoy being at school even more. Although the school is doing lots of things well, we think that it can do even better. The improvements needed are:

the chance for all of you to study more vocational subjects in Years 10 and 11

making sure that you are helped by all your teachers to be clear about the levels you are working at and what you need to do to improve.

I would like to thank those of you who talked to the inspectors to let us know what you think of the school. We found this very helpful. I would also like to wish you all every success for your future at Beverley High School.

Yours sincerely

Susan M Wareing (Lead inspector/HMI)

Annex B