



# Beverley St Nicholas Community Primary School

## Inspection Report

**Unique Reference Number** 117827  
**Local Authority** East Riding of Yorkshire  
**Inspection number** 290939  
**Inspection dates** 10–11 October 2006  
**Reporting inspector** Geoffrey Yates

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

<b>Type of school</b>	Primary	<b>School address</b>	Holme Church Lane
<b>School category</b>	Community		Beverley, East Riding of Yorkshire
<b>Age range of pupils</b>	3–11		HU17 0QP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 862882
<b>Number on roll (school)</b>	375	<b>Fax number</b>	01482 862882
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Malcolm Fraser
		<b>Headteacher</b>	Mrs Liz Pollard
<b>Date of previous school inspection</b>	1 February 2002		

<b>Age group</b> 3–11	<b>Inspection dates</b> 10–11 October 2006	<b>Inspection number</b> 290939
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

St Nicholas Primary School has an above average number of pupils. It is situated just outside the centre of Beverley and most parents are owner occupiers or 'Housing Association' tenants. The percentage of pupils eligible for free school meals is below that in most schools. The school has an average number of pupils with learning difficulties and/or disabilities. No pupil is at an early stage of learning to speak English as an additional language. Children generally start school with levels of attainment similar to that of children their age in other schools. The school occupies two sites which are some distance apart.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's own evaluation that it provides a satisfactory standard of education and gives satisfactory value for money. Standards at the end of Year 6 have risen in 2006 and there are clear signs of improvement across the school. The key reason for the recent rise is the success of the headteacher's drive to improve both the assessment of pupils' progress and the leadership of subjects. However, the successful development of subject leadership across the school, rather than at one site, is a major step forward. The local authority has provided effective support for these initiatives. Parents and pupils speak well of the school: one parent stated, 'The staff are approachable and the school cares well for my children.'

Inspection evidence and the school's own assessment information demonstrate that pupils' achievement is satisfactory overall with more challenge for higher attaining pupils now being provided. Children start school with broadly average attainment. Adequate provision in the Foundation Stage ensures that children make satisfactory progress and by the time they enter Year 1 they achieve average standards. By the end of Years 2 and 6, pupils also achieve average overall standards; however, standards in writing are below average. As a consequence of a programme put in place to raise standards, higher attainers achieved well in reading, mathematics and science in the most recent Year 6 National Curriculum tests.

The quality of teaching and learning is satisfactory with some good features. This is due to a recent successful programme to strengthen this area and some staffing changes. However, assessment information is not used consistently to plan lessons to ensure that all pupils have work set at the right level. There is too much variation in the approaches used by different teachers in the use of marking and, because of this, pupils do not always know how to improve their work. Personal development is satisfactory and there are good elements in the care and personal support provided for pupils. The curriculum is broad and balanced and enhanced by a range of additional activities, clubs and visits. For example, young violinists look forward to their instrumental lessons.

The work undertaken toward the Healthy Schools Award is helping pupils to understand healthy living. Pupils say they are happy at school and feel safe. Opportunities for pupils to act as 'buddy' partners and to be school council members ensure that they develop responsible attitudes. Pupils display a good sense of responsibility for their school and enjoy being involved in decision-making. They enjoy lessons and show a good degree of care for each other. They are developing the skills needed for their future well-being.

Leadership and management are satisfactory. Under the leadership of the headteacher the school has a satisfactory capacity to improve. Subject leaders are increasingly successful in identifying strengths and weaknesses in their subjects across the whole school, but it is too early for the impact of this to be reflected in pupils' achievement. Governors carry out their duties well. Their good knowledge of the school helps them identify promptly any potential areas for improvement.

## What the school should do to improve further

- Raise standards in writing.
- Ensure that the marking of pupils' work consistently shows the pupils how to improve.

## Achievement and standards

### Grade: 3

Pupils' overall achievement is satisfactory. The school has worked hard and has been successful in improving achievement, particularly of the more able pupils. As a result, the standards achieved by all pupils are now broadly average, except in writing. Children enter the school with average attainment and make satisfactory progress in the Foundation Stage. The majority of them begin Year 1 with the level of skills expected nationally. Throughout the rest of the school, progress is satisfactory and standards are broadly average at the end of both key stages. Until recently, the more able pupils did not make the progress they should. As a result, the pupils' progress, especially of the more able pupils in Years 3 to 6, was not good enough. The school has compelling evidence to show that this is no longer the case and a high proportion of pupils reached the higher levels in the 2006 National Curriculum tests. Pupils with learning difficulties and/or disabilities make satisfactory progress.

## Personal development and well-being

### Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils enjoy coming to school; they are polite and well mannered and most have good attitudes to learning. Attendance levels are much improved and are now average. Pupils' behaviour is now satisfactory because they have a clear understanding of the values and expectations set by the school and appreciate the positive way in which good behaviour is recognised and celebrated. There are some instances of immature behaviour but these are dealt with effectively. Pupils know about healthy lifestyles and the importance of keeping safe. School councillors are proud of the contribution they make to the school and are particularly excited about the redecoration of the hall in their colour choices. Older pupils willingly take on the responsibilities of playground pals, showing care and support for younger pupils. This care is extended to the wider community. For example, pupils have written to the local council about environmental concerns and they take part in fundraising charity events. By the time they leave the school, pupils have personal and academic skills that prepare them satisfactorily for the next stages of learning and the world of work.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory. The teaching is well organised and good use is made of resources, including the interactive whiteboards. Pupils say that lessons are more interesting when they have opportunities to work in varied ways; for example, in groups and in practical activities. Good relationships between staff and pupils are a strong feature of teaching and learning. Teachers encourage and praise pupils to good effect and help them to gain confidence. However, in some lessons, the level of the pupils' understanding is not checked consistently in question and answer sessions, and marked work does not show pupils clearly enough how they could improve. Support for pupils identified with learning difficulties and/or disabilities is satisfactory and the teaching assistants work hard to support these pupils.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and meets statutory requirements. Work in science and personal, social and health education (PSHE) makes a good contribution to pupils' safe and healthy lifestyles. The 'Activate' programme of keep fit sessions is a welcome innovation at the start of the day and visits, visitors and themed days, such as the recent 'Victorian Day', also enhance the curriculum.

There is satisfactory provision for pupils with learning difficulties and/or disabilities, although the curriculum is not always planned well enough for the more able pupils to apply their writing skills. Good links with local churches, the local authority and other agencies make a good contribution to pupils' overall achievement. The curriculum supports pupils' enjoyment and well-being and pupils have good opportunities to learn how to live in a community. A good range of clubs caters for older pupils within the school. The introduction of French into the curriculum is a welcome addition to extend pupils' knowledge of other languages and cultures.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory overall. The school's assessment that care and guidance are better than that is not accurate. Pupils' personal care is good but academic support is only satisfactory. The school has good arrangements for safeguarding pupils, for child protection, health and safety and for ensuring that children attend school regularly. Pupils feel safe and valued as a result of the school's welcoming atmosphere and concern for the individual. One child said, 'If I have a problem there is always someone there to help me.' Pupils know there are adults they can trust and who will deal with the rare instances of bullying effectively. There are good links with agencies who, when necessary, support pupils and parents effectively.

There is a wealth of data collected about pupils' progress but it is cumbersome and that makes it difficult to allow easy retrieval of information.

## **Leadership and management**

### **Grade: 3**

The quality of leadership and management is satisfactory. The school's evaluation of itself is accurate in nearly all areas. The school has been through a period of instability and lapses in staff morale. Issues relating to leadership and management from the previous inspection were addressed effectively when the current headteacher took up post. The school, with the help of the local authority, is now in a much better position and previous inspection issues have been dealt with. The headteacher's determined approach is paying dividends; for example, whole-school curriculum leaders are now in post rather than separate key stage coordinators. As a result, and despite the limitations of its split site, the school works more as a single unit than before. Following a period of staff change, the school now has a leadership and management team that is moving the school forward and the 2006 end of Key Stage 2 national test results provide evidence of rising standards with regard to more able pupils. Parents feel their views are taken into account and value the school highly.

Governance is satisfactory. The governors know the school well and are quick to identify possible concerns. The whole process of school self-evaluation has involved staff and has resulted in an accurate overview of the work of the school which was confirmed by inspectors.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Beverley St Nicholas Community Primary School

Holme Church Lane

Beverley

East Riding of Yorkshire

HU17 0QP

13 October 2006

Dear Children

Thank you for helping my colleagues and me during the inspection. I would like to tell you about my findings. You will not be surprised to know that I found your school looks after you well. I enjoyed being with you, despite getting wet on the long walk between buildings! The list below shows some of the things I liked about your school.

- You work hard and enjoy coming to school.
- You have a good understanding of the need to stay healthy.
- You like your teachers and classroom helpers.
- You have a good School Council.
- All the adults in school work very hard to care for you.
- You enjoy the visits you make to different places and the sports and clubs after school.

I have asked your teachers to look at two things to make your school even better.

1.To make sure that you understand clearly what you need to do to make even better progress.

2.To provide you with plenty of opportunities to use and develop your writing skills well.

Yours sincerely

Geoffrey Yates

Lead inspector