

# Beverley Minster Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	117971
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	326727
<b>Inspection date</b>	9 October 2008
<b>Reporting inspector</b>	Joan Elton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	402
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew March
<b>Headteacher</b>	Mr Clive Hyland
<b>Date of previous school inspection</b>	1 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	St Giles Croft Beverley HU17 8LA
<b>Telephone number</b>	01482 869947
<b>Fax number</b>	01482 886018

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Do the pupils make consistently good progress throughout the school?
- How aware of British cultural diversity are the pupils?
- Are leadership and management at all levels helping to raise pupils' achievement?

Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's assessments were not justified and these have been included where appropriate in this report. Evidence was gathered from the school's self-evaluation document, national published assessment data, the school's records and procedures, observation of the school at work, parental questionnaires and discussions with pupils, staff and governors.

## Description of the school

This is a larger than average school, serving the immediate area of Beverley, together with one outlying village. There are no significant levels of economic deprivation and the percentage of free school meals is very small. Pupils are mainly of White British origin, with a very small percentage from minority ethnic groups. Very few pupils have English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below the national average, although the proportion of pupils with statements is similar. The school has Early Years Foundation Stage (EYFS) provision.

## 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. Its warm, family ethos and commitment to improvement secure pupils' personal development, good behaviour and academic achievement. In discussion, pupils say they enjoy the school's extra-curricular activities and their general learning because staff bring humour to lessons and ensure they succeed by matching work to their ability. This highly positive attitude is seen in lessons, in above average attendance and in pupils' responsibility and attitudes to the community. They are keen to help younger pupils as playtime buddies, to assist reception office staff and to act as classroom letter monitors. They show initiative in school by organising competitions, bring and buy sales and publishing school magazines. They also engage in public schemes to enhance the environment and help needy citizens. The majority of parents are very supportive of the school and praise 'the commitment and dedication of staff', the growth in confidence and independence of their children and the help given to pupils with learning difficulties and/or disabilities. 'I would not hesitate to recommend Beverley Minster Primary to anyone', writes one parent.

Pupils' achievement is good and pupils make good progress. The level on entry to Reception for most children is typical of the age group with some exceeding it. By the end of Reception the majority are working beyond the level expected for their age. Key Stage 1 assessment results have been slightly above the national average for some years, with a higher than average proportion of pupils reaching the higher levels. By the end of Year 6 pupils reach above average standards and are therefore well prepared for the next phase of their education. The school has successfully maintained good levels of pupil achievement by using effective systems of accurate self-evaluation. These include rigorous monitoring of teaching and learning and an accurate system for tracking pupils' progress. As a result, pupils with learning difficulties and/or disabilities are quickly identified, and those pupils who are not making expected progress receive appropriate catch-up programmes.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils cooperate well with each other and express their opinions confidently. They know the main features of a healthy lifestyle and feel safe in school because of the school's security strategies and Internet safety. The school takes great care of its pupils and all safeguarding requirements are met. Risk assessments are regularly reviewed and staff training for child protection, health and safety is appropriately updated. A small number of parental questionnaires raised issues of inappropriate behaviour but pupils say there is little bullying in school and that when incidents do occur, there are clear procedures to resolve it and approachable adults for effective help. Academic guidance is sometimes too general for a pupil to know how to improve their work, particularly in the structure of writing but, overall, pupils receive good support using discussion, goals and marking. Pupils with learning difficulties and/or disabilities are very well supported in class by teaching assistants and as a result, they make good progress.

Teaching and learning are good. Staff relate well to pupils, who respond enthusiastically. They have good subject knowledge and use stimulating activities to engage the pupils. Good use is made of time and staff assess and adjust their material appropriately throughout the lesson, according to interest and needs. Some outstanding lessons were observed during the inspection, when the pace was exciting and all pupils were challenged. In these lessons, pupils made significant progress. On a small number of occasions, however, teaching did not extend previous learning; this occurred when opportunities to consolidate basic skills were missed. The curriculum

is excellent and pupils speak enthusiastically about burying time capsules, residential and day visits, working with artists in residence, partner classes to encourage reading and special theme weeks. The curriculum rightly gives priority to English and mathematics and these are well developed through exciting projects, which combine all other subjects and provide a depth of study. Pupils learn from practical experiences which suit all learning styles. This includes further extension of their well developed information and communication technology (ICT) skills. By the end of Year 6, pupils have studied a wide range of cultural and multicultural themes. These are often related to countries abroad but pupils' knowledge of British cultural diversity is limited.

Leadership and management are good. The headteacher has led the school successfully through a planned reduction of size over a number of years, whilst sensitively managing staff morale, maintaining standards and establishing clear directions for future development. By increasing the size of the senior management team, monitoring of the school's work has improved and more staff have an informed overview of the school. These changes have led to an invigorated curriculum, which makes a good contribution to community cohesion. Pupils are very excited about their learning and this is raising achievement. The staff team have correctly identified pupils' targets and marking as important areas for review and development. The governors work closely with the staff team and strongly identify with the school. They know its strengths and areas for development through involvement in school activities, discussion with subject leaders and regular monitoring of data and other information. The headteacher, staff and governors have taken effective steps to promote improvement since the last inspection and have good capacity to make further progress. The school provides good value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Parents' comments mirror the school's judgement about the quality of the Early Years Foundation Stage and the inspector's findings. Provision is good: it is well led and managed; parents are kept well informed and their children are well cared for. Children make good progress even though many have less than one year in Reception. The staff work effectively in a strong team providing a stimulating environment both indoors and out, where children have independent access to equipment. Induction into Reception is well planned. Staff liaise with all pre-school settings and, by visits and regular communication, ensure parents and children are welcomed into the school. Personal development is given a strong and very successful emphasis; staff establish clear routines and are good models of courtesy and consideration. As a result, children settle quickly, move purposely between areas and establish positive relationships with adults and other children. Staff organise a good range of stimulating activities to secure children's progress. Teaching and learning are generally good and sometimes outstanding. There is a good balance between activities chosen by children and those led by adults. Staff ensure children's skills in recognising sounds and letters, reading, writing and number are well consolidated across all activities. Staff are particularly good at extending children's language during independent activities by questioning, commentary and comment. In this way children are helped to explain, justify and describe more effectively. Children with learning difficulties and/or disabilities are quickly identified and are given good quality support.

### **What the school should do to improve further**

- Raise pupils' awareness of British cultural diversity.

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Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

11 October 2008

Dear Pupils

Inspection of Beverley Minster Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, HU17 8LA.

Thank you for the welcome and kindness you gave me during your recent inspection. I enjoyed listening to your opinions and was most impressed at how much you enjoyed your learning. You attend a good school and learn some exciting things. Your projects are very interesting to read. They show that you have studied deeply, made interesting visits and are good at using your computers to present your findings. I saw some outstanding lessons during my visit. The activities hold your interest and you seem particularly to like the timed activities. You work very quickly then! It was good to hear you laugh; the use of humour in lessons helps to grab your attention. The school takes good care of you and also ensures you know how to be healthy, keep safe, and make a positive contribution to the community.

When you leave Year 6, most of you will have achieved well. You cooperate with other children and have above average basic skills, which will help you when you move to secondary school. The school wants you to succeed and the headteacher and staff are currently already working on subject targets and marking to help you improve your work. I know that you have studied your own area and other countries. I have asked your school

- To make sure you understand the influence of other faiths and peoples on the way we live in Britain.

I hope you continue to enjoy your learning. Thank you for your help and please thank your parents for their comments and questionnaires.

Yours sincerely

Joan Elton

Lead inspector