

Beverley School

Inspection report

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|--------------------------------|-----------------------|
| Unique Reference Number | 111773 |
| Local Authority | Middlesbrough |
| Inspection number | 337735 |
| Inspection dates | 13–14 July 2010 |
| Reporting inspector | Pauline Hilling-Smith |

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

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|--|--|
| Type of school | Special |
| School category | Community special |
| Age range of pupils | 3–19 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 119 |
| Of which, number on roll in the sixth form | 24 |
| Appropriate authority | The governing body |
| Chair | Mrs Julie Robinson |
| Headteacher | Mr Nigel Carden |
| Date of previous school inspection | 1 March 2007 |
| School address | Beverley Road Saltersgill Middlesbrough TS4 3LQ |
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Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were observed and 11 teachers seen. Meetings were held with groups of students, governors, other professionals and staff. Inspectors observed the school's work, looked at the school's view of its work, the current development plan, minutes of meetings of the governing body and documentation to ensure that students are safe. The responses to 30 questionnaires from parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress of all groups of students towards their targets especially girls, the less able and the sixth form
- how well teaching matches the autism needs of the students
- how well the leadership of the school is improving the school, helped by its partners.

Information about the school

Beverley school is an average sized all-age school which caters for students with autism. It is a Specialist Technology College. The majority of students are boys and most students are White British. All of the students have a statement of special educational needs, apart from a few children in the nursery, who are undergoing assessment. Additionally, a small minority of the students also have behaviour difficulties associated with their autism.

The proportion of students known to be eligible for free school meals is well above average. The Nursery is located on the site of a neighbouring primary school. The MAIN Project provides childcare after school for pupils aged from 5 to 19 years. The school is preparing to move to a new building at Easter 2011. The school has achieved the Healthy Schools status, Investors in People, Eco-schools bronze and ICT Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is improving and makes outstanding provision for children in the Early Years Foundation Stage. Accelerated progress since the last inspection is based on the very effective way in which the school works together with its partners and parents and carers so that pupils can make the most of the opportunities it offers.

Plans made and carried out by the leadership team to continue to improve the school while capitalising on the move to a new school building in the near future have meant that good capacity has been maintained. Accurate self-evaluation gives school leaders a clear view of strengths and areas for improvement. This process takes good account of the views of pupils, staff, parents and carers, governors and partners. Good leadership has led to improvements in teaching since the last inspection. All this demonstrates the school's good capacity to sustain improvement.

The quality of education is good for all pupils. It is underpinned by everyone involved in the school showing a deep understanding and respect for individual differences. Meeting these needs is at the heart of everything that the school does. Its entire ethos is underpinned by the belief that any obstacles to progress can be removed. These principles inform the excellent care, guidance and support the pupils receive. Pupils in the school make good progress in their personal development, as a result of a good curriculum, extended by high-quality partnerships, and opportunities to be involved in projects inspired by the school's technology status. The vast majority of pupils make good progress in their academic development with a few making outstanding progress. However, analysis of progression data is not yet undertaken in sufficient detail to inform priorities fully.

The governors, headteacher and senior staff have a clear vision for the school and have established strong teams with high morale who share this ambition. Staff are proud to belong to this school and respond by planning many exciting and enjoyable experiences for the pupils. Pupils have been fully involved in understanding how the new building will contribute to their good learning and progress and how design features will contribute to global sustainability. However, staff sometimes do not check frequently enough in lessons that all pupils understand what they are learning and that they are on track to meet their end of key stage targets. Pupils' behaviour is good overall and sometimes outstanding in lessons where it contributes to good learning. This is because all staff set clear expectations and students work hard to meet them.

Pupils say they feel safe in school and are confident in the staff to deal with any issues they may have. They display a well-developed awareness of and respect for cultural diversity, as a result of the emphasis given to this in the school's good curriculum. The

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pupils take very seriously the information they are given about how to lead a healthy lifestyle. Their spiritual, moral, social and cultural development is outstanding.

What does the school need to do to improve further?

- Undertake a more detailed analysis of data and ensure that the outcomes consistently guide improvement priorities.
- Ensure that assessment helps students to be fully aware of the next steps in learning by checking frequently in lessons that all pupils understand what they are learning and ensuring they know how this contributes to them achieving their end of key stage targets.

Outcomes for individuals and groups of pupils

2

Pupils achieve well. They make good progress in lessons because they enjoy their learning and take part in activities with enthusiasm. They follow the teacher's directions carefully and concentrate hard. For example, in a technology lesson observed, pupils understood which shapes made structures more rigid. They carefully constructed a three-dimensional bridge out of large straws and then tested its strength to destruction. They were amazed how long and how much weight was needed to make the bridge collapse. In another lesson staff and pupils very much enjoyed participating together in activities designed to develop observational skills. Pupils support each other well in lessons to achieve success and spontaneously congratulate each others successes.

It is inappropriate to judge attainment against national averages. This is because the nature of the pupils' autism means that, although they make good progress, the attainment of the vast majority remains well below national expectations. However, in a few cases pupils attain national expectations.

When pupils consider moral and social issues both in classrooms and around school they think deeply about their own and others' experiences and how this affects what they do. They behave well. At work and at play they demonstrate high levels of cooperation and collaboration and a willingness to listen to the views and opinions of others. Pupils make a very strong contribution to the school community. They willingly choose to take on roles of responsibility, especially being a member of the student council or the building squad or the sustainability project because they know that their views are listened to. They can, for example, see how their ideas have been incorporated into the new building. Pupils' attendance is above average because they enjoy coming to school. Pupils try hard to learn to enjoy healthy food so they are prepared to experience the taste of unfamiliar food which is placed in a bun case for them on their lunch tray. They take a thoughtful approach to healthy lifestyles. For example, one pupil pointed out that pizza and chips was not an acceptable healthy combination when he observed both of these items on someone's plate. The school choir recently contributed to a festival of African music in the town hall and performed on stage. The lunchtime choir practice where pupils sang 'I believe' was so spiritual that it attracted the attention of the inspectors who were drawn into the room.

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These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | * |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Teaching is good because of the way in which staff work together in classrooms as part of a team to ensure good progress in learning is made. Some lessons observed were outstanding. In these lessons good use was made of assessment and this, coupled with the specialist way in which the teacher planned how the pupils would learn meant that exceptional progress was made. The use of computers in the majority of lessons keeps pupil's interest and the skilful way in which the internet is used in some lessons widens learning so that, for example, in one classroom a wide variety of different ways of constructing shelters are exemplified in the pupils' models. In most lessons, teachers make skilled use of questioning and provide interesting resources to maintain pupils' progress. However, occasionally pupils are engaged in a task in which they are not as independent as they could be or their understanding is not checked frequently enough.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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As a result, interest is lost and the pace of learning is too slow. All adults are skilled at helping pupils to understand how well they have done. This means that those with even the most severe needs have a sense of achievement, for example, when they take turns to choose a song.

A feature of the good curriculum is extensive enrichment in the form of clubs, educational trips and residential visits. These provide memorable experiences for the pupils as well as many exciting opportunities in which to learn new things and to practise social and academic skills. The flexibility of the curriculum to meet needs is a strength. This is seen in the way learning experiences, especially learning about safety, have been linked to the building of the new school. The range of accreditations available does not as yet serve pupils of all abilities equally well but there are robust plans in place to redress the balance. The curriculum is further extended through good partnerships with schools and colleges. Careful attention is given to transition arrangements at all times when pupils make a change of class or go to college. This ensures that when pupils move on to the next stage in their life they make the change successfully and with minimum stress which is reassuring to parents and carers. The use of information and communication technology (ICT) including the virtual learning environment is developing well as part of the school's technology specialism. Members of the school council use this technology to communicate with their partner council in a school in Newcastle and to contribute to the wider community of school councils.

The information and guidance provided for pupils and their families are exemplary. These enable them to make the very best choices about their future. All pupils including pupils whose circumstances have made them most vulnerable are exceptionally well supported as a result of the high commitment of all staff to meeting the needs of all individuals, even when they have left school. Pupils feel exceptionally secure in their learning because they know they are well cared for.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The clarity of the headteacher's vision for the school's success is highly effective in empowering leadership at all levels. Coupled with the staff's high morale, this is leading to good improvement. Steps taken to improve teaching have been effective, including specialist training for all staff. Improved processes for the collection and presentation of information about pupils' progress have recently been put in place. However, analysis is

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not yet always carried out in sufficient detail to inform clearly what teachers plan to do in classrooms. The contribution of highly developed partnerships to improving all aspects of learning and well-being both for pupils at the school and for many pupils in the mainstream schools and colleges that the school supports is very effective. The commitment of leaders to ensure that the school is active in placing equality and diversity at the heart of its work is also very well developed. Promotion of community cohesion is outstanding. The school is very active in developing the local community. This includes creating training opportunities for members of the local community and ensuring the new building makes the area more attractive to live in. The school contributes to the training of students from many regional colleges and also hosts students from Spain.

Robust arrangements and good risk assessment seen in practice during the inspection as the pupils set out on the residential visit to Upper Weardale are an example of the good safeguarding arrangements.

The composition of the governing body reflects the needs of the school. Governors make sure they listen to parents, staff and pupils' views and they ask questions and have an influence on what the school does based on this and their own observations. They show determination in challenging and supporting the school.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

The Early Years Foundation Stage is outstanding. This has been maintained since the last inspection. Some children continue their education in a mainstream partner school

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following what their parents describe as their 'brilliant' start. Children are exceptionally secure in this nurturing environment. They are encouraged and able to make choices, share and take turns. There is a wealth of opportunities to develop an understanding of keeping healthy, children were seen to be keen to wash hands and choose orange pieces for their snack. Staff place a strong focus on developing language and social skills which prepares them well for moving into Year 1. Behaviour is excellent and children are happy and supportive of each other. This was exemplified when one boy in the nursery said 'well done' to another child when he selected the correct number. Staff are skilled and planning is tailored to meet individual needs based on very effective observation of what the children can do. Staff know the children exceptionally well and collaborate and work very well together as a team as a result of outstanding leadership.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Sixth form

Good leadership and management have enabled the sixth form to find creative ways to meet the needs of the students, despite some staff absence and accommodation issues. These strategies include one group of students spending a significant amount of time off-site, mostly enrolled on courses at local further education colleges following personalised programmes of study. Students make good progress and are successful in pursuing and achieving in a range of suitable examination courses. However, the school recognises that more needs to be done to widen this range of accreditation and develop the use of data and target-setting. The majority of students are independent in their use of ICT and this was exemplified in a self-paced lesson in ICT in Business Application where students were very interested in financing the use of multi-user games. The curriculum includes memorable experiences for some, such as experiencing sitting on powerful motorbikes and in expensive cars. For others, running a self catering break in a youth hostel or acting as junior leaders on residential trips with younger students on outdoor activities help to develop their independence well. Relationships between adults and students are excellent and this ensures that the students know they are valued. A good transition programme ensures that students are well prepared to move on from school when they leave. Good care and guidance ensure that attention to developing students' personal skills and preparation for their future lives is given a very high priority. Excellent use is made of local partnerships and other agencies to support students.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the sixth form

| | |
|--|----------|
| Overall effectiveness of the sixth form | 2 |
| Taking into account: | |
| Outcomes for students in the sixth form | 2 |
| The quality of provision in the sixth form | 2 |
| Leadership and management of the sixth form | 2 |

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire were positive. A very few expressed some concerns and these were followed up by inspectors. The inspectors could not find any evidence to substantiate these. Inspectors agree with the majority of positive views expressed by the parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beverley School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 23 | 77 | 7 | 23 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 28 | 93 | 1 | 3 | 1 | 3 | 0 | 0 |
| The school informs me about my child's progress | 20 | 67 | 10 | 33 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 15 | 50 | 13 | 43 | 1 | 3 | 1 | 3 |
| The teaching is good at this school | 23 | 77 | 6 | 20 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 17 | 57 | 13 | 43 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 15 | 50 | 15 | 50 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 20 | 67 | 9 | 30 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 19 | 63 | 10 | 33 | 1 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 20 | 67 | 10 | 33 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 21 | 70 | 9 | 30 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 19 | 63 | 10 | 33 | 1 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 24 | 80 | 5 | 17 | 1 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 July 2010

Dear Pupils

Inspection of Beverley School, Middlesbrough, TS4 3LQ

Thank you for being so welcoming when we inspected your school a little while ago. We enjoyed talking with you and visiting lessons. I was very impressed when I visited your new school building and heard how involved you have been in designing it. Thank you for taking the time to give us your views of the school. It was clear from talking together and the questionnaire replies we received from you and your parents and carers that you feel safe at school and are confident that the staff would help you if needed.

We found out that your school is a good school and it is excellent in the way it cares for you. As well as being well behaved nearly all the time you work very hard. You do well and make good progress in school work.

We have asked the teachers to do two things to make the school even better. They are:

- to make sure they always know how well you are moving towards your targets
- to make sure they know if you understand what you are learning by asking questions about this in lessons.

We know you will do all you can to help your teachers and we wish you every success in your future.

Yours sincerely

Mrs Pauline Hilling-Smith

Lead inspector

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