

# St John of Beverley Roman Catholic Primary School, Beverley

Wiberforce Crescent, Beverley, East Riding of Yorkshire, HU17 0BU

**Inspection dates** 11–12 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good in all year groups. From their different starting points, all groups of pupils make at least good progress during their time at the school.
- The quality of teaching is consistently good. Some is outstanding. Teachers have good subject knowledge. They are well aware of precisely what each pupil's next steps in learning are and they enthuse and motivate pupils so they are able to learn well.
- Pupils' behaviour is good and improving. Pupils are safe and secure from any threats of bullying or harassment.
- The headteacher has improved teaching and raised achievement at an impressive rate. Morale is high among staff and their skills have improved as a result of high quality training and regular checking of the quality of teaching.
- The governing body challenges and supports the school to a high level. Its members frequently visit and are well aware of what is needed to improve the school further still.
- Leaders, managers and governors make sure that the quality of teaching and pupils' achievement continue to strengthen over time.

### It is not yet an outstanding school because

- Pupils' achievement in mathematics lags a little behind that in reading and writing.
- There is scope for more of the teaching to be of the highest quality.
- The targets that are set for pupils in Key Stage 2 are not always as challenging as they could be which is preventing some pupils from making even better progress.

## Information about this inspection

- Inspectors observed 11 parts of lessons, taught by eight staff of which four were observed jointly with the headteacher. Inspectors reviewed pupils' books across various subjects and classes. In addition, several pupils were heard reading.
- Meetings were held with the headteacher, other staff, members of the governing body and a representative from the local authority. Inspectors spoke to groups of pupils both formally and in lessons and in the playground.
- The inspector analysed the 34 responses that had been submitted to the online questionnaire for parents, Parent View. Inspectors also analysed the school's own questionnaires sent to parents over the year.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

## Inspection team

Robert Jones, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school.
- A below average proportion of pupils is eligible for support through the pupil premium. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils with special educational needs and supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- Most pupils are of White British heritage.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The headteacher joined the school in January 2013. A deputy headteacher is currently on loan from another school in the local authority to cover for the substantive deputy headteacher who is currently on maternity leave. Several staff are new to the school since the previous inspection.

### What does the school need to do to improve further?

- Raise achievement further, particularly in mathematics, and improve teaching so they both become outstanding by ensuring:
  - pupils learn their times tables thoroughly
  - every opportunity is taken for pupils to use and apply their mathematics skills across all subjects, such as science and physical education.
- Improve leadership and management so they become outstanding by:
  - ensuring leaders at all levels set challenging targets for all pupils in Key Stage 2 which are then frequently checked so that more pupils make outstanding progress relative to their different starting points.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception year with skills and abilities that are appropriate for their age in most areas, but are below expectations in communication and literacy. By the time they leave in Year 6, standards in all subjects are above average. Consequently, pupils make good progress in all subjects during their time at the school. Inspection evidence indicates that this pace of improvement is accelerating with pupils currently in the school.
- Over time, achievement has been rising sharply in reading and writing, which were weaknesses at the time of the previous inspection. Reading is taught systematically from the word 'go'. Inspectors saw children in Reception confidently writing the names of their cuddly toys that they had brought into school. One child even had a good attempt at writing the word 'pterodactyl', such was his confidence. Children's progress during the Reception year is consistently good, particularly in reading and writing, and for many it is outstanding.
- The fast pace of progress continues in Key Stage 1 in reading and writing. Pupils begin to read independently and develop a love for literature. Teachers give good opportunities for pupils to practise their writing across all subjects. Pupils' spelling is good and they begin to use punctuation well. In mathematics, standards are rising, but not at the same pace. The present Year 2 are well on course to reach above average standards in reading and writing and broadly average in mathematics by the end of the year.
- In Key Stage 2, pupils read and write well. They have a good understanding of science and have had a good grounding in history, geography, religious education and the arts.
- Music, in particular, has a high profile in the school. Pupils sing well in choir and in assembly, sometimes in harmony.
- Pupils' literacy is well developed. Pupils use punctuation and grammar correctly and are able to spell common difficult words.
- In mathematics, they do well but sometimes struggle with basic numbers because they have not learned their times tables well enough when they were younger. Moreover, there are not yet enough opportunities for pupils to use and apply their mathematics skills across other subjects.
- The most able pupils make good progress overall. In mathematics, the most able do know their times tables well and are particularly well stretched. This leads to them making outstanding progress.
- Disabled pupils and those with special educational needs make good progress in all subjects. This is because teachers assess pupils accurately and frequently, quickly picking up those who do not make enough progress.
- The good tracking of pupils' progress means no group of pupils is left behind and so the school promotes equal opportunities well.
- In 2013, very few Year 6 pupils were known to be eligible for free school meals. They made at least as much progress as other pupils and reached similar standards in all subjects, including English and mathematics, which is a result of the very detailed plans that are in place to make sure they do not fall behind.

### The quality of teaching is good

- The quality of teaching across the school is at least good in all year groups. In some, it is outstanding.
- Teachers question pupils well to make sure they have fully understood what they are learning. If pupils return weak answers, teachers probe them further, asking questions such as, 'what do you mean by that?' or 'can you tell me more?' This deepens their understanding and helps them to practise speaking in longer sentences which, in turn, improves their literacy.
- In one history lesson, pupils researched facts about hygiene in ancient Rome. All pupils were

enthralled by the subject as they competed with each other, trying to find the most obscure and interesting fact to share with their classmates. This good teaching ensured they had built up an impressive understanding of ancient Rome over several lessons.

- Physical education is taught well and more pupils are involved in physical activity as a result of the sports funding. In one lesson, a teacher showed her very good subject knowledge as she helped pupils to practise different passes in netball. As a result, pupils had excellent coordination skills and passed the ball very accurately to their team mates.
- The school is aware that, over time, mathematics has not always been well taught so some pupils are still catching up with learning their times tables. For example, in Year 6, pupils know how to calculate the area of shape but, because some struggle with their times tables, it takes them quite a long time to carry out the calculations. The school's plans to overcome this relative area of weakness, however, are very precise and measurable.
- The quality of marking of pupils' work is good and sometimes excellent. Pupils are very often given the time to read teachers' comments and to improve their work immediately so that it is very obvious what progress has been made.
- Teaching assistants are well trained and support pupils well. The sessions they lead are highly focused and pupils are never withdrawn from a class for longer than is necessary. Some have excellent skills, for example, leading singing in assembly or running the well-attended school choir and orchestra.

### **The behaviour and safety of pupils are good**

- The school has worked hard to improve behaviour and has done so very successfully. The behaviour of pupils is good. The school's work to keep pupils safe and secure is good.
- The headteacher has introduced a system of 'restorative practice' which has helped pupils to understand the consequences of their actions. When they misbehave or say hurtful things to each other, teachers bring groups of pupils together to talk about the issue. Sanctions are given, but this approach shifts the emphasis from punishment to one of mutual understanding and reconciliation, which is proving to be far more effective. Moreover, this approach deepens pupils' understanding of spiritual, moral, social and cultural issues.
- The school has carried out parent surveys. These show that in the past, behaviour has been an area of concern. Responses to the Parent View questionnaire showed that, while some parents are still concerned, it is less of a worry than previously.
- Inspectors talked to many pupils about behaviour and bullying. They said that, while it does go on very occasionally, it is dealt with very quickly.
- Inspectors saw good behaviour during lunchtimes and breaktimes. In the past, there have been some problems with behaviour which have been caused by the poor behaviour of a minority of pupils. Staff keep detailed records of behaviour which show that good behaviour is typical and that poor behaviour is increasingly uncommon.
- Pupils wear their uniform proudly. They are quick to respond to teachers' requests and are polite and courteous to each other and to adults.
- In lessons, behaviour is good and sometimes outstanding as pupils are eager to help each other. Very young children in the Reception year learn the importance of good manners, often saying 'excuse me', 'please' and 'thank you' to each other and to adults.
- Pupils in Year 6 have a good understanding of how to stay safe when using the internet and mobile telephones.
- Attendance is consistently above the national average and pupils are prompt in attending school in the morning.

## The leadership and management are good

- The inspirational headteacher, has, in a short space of time managed to galvanise the enthusiasm of all staff with the shared ambition to raise achievement rapidly while retaining a very caring ethos. All staff who responded to the questionnaire were at pains to say how they enjoyed the new challenges and many mentioned how well the headteacher has helped them to develop their teaching skills.
- In the short time she has been in post the headteacher has developed a rigorous system of data tracking which is used by all staff to make sure no pupils are left behind. Teachers are now held to account very rigorously for the progress their pupils make. As a result, all teachers are now able to talk about every pupil in their class and the next steps in their learning.
- Since the previous inspection, teaching has improved significantly which has resulted in good achievement. This means that the priorities for development from the last inspection have been very well met and, consequently, the school is well placed to continue this trend of improvement.
- Leaders at all levels check the quality of teaching regularly. Pupils' targets in Key Stage 1 are challenging but, in Key Stage 2, they are sometimes not high enough which is preventing some pupils from making even better progress. Moreover, school leaders are aware that they now need to analyse pupils' progress from their different starting points with more rigour so that achievement rises at an even faster rate.
- School development plans identify the right areas for improvement and have clear measurable milestones throughout the year to ensure that they are successful.
- While there are few pupils eligible for support through pupil premium funding, the arrangements for using this funding to benefit pupils are exemplary. Each pupil has a customised plan of how the funding will benefit them and raise their achievement. One governor has responsibility for overseeing these pupils' achievement and their progress is rigorously checked.
- The curriculum is rich, interesting and vibrant. Pupils love the opportunity to visit museums which relate to the topics they study. Many pupils play musical instruments or sing. Visitors to the school bring learning to life, such as a visit by local business staff who acted as 'dragons' to judge business proposal presentations by pupils.
- The school sports funding is used well to boost the skills of staff so that they are then able to continue this work when the funding ceases. For example, most staff are now able to run aerobics classes competently, with some pupils also able to do so.
- The local authority has supported the school well, particularly in supporting the headteacher since her appointment to develop her skills and set priorities for improvement.
- **The governance of the school:**
  - Members of the governing body have good complementary skills to challenge and support the school's leadership. Its members have an impressive understanding of the strengths and areas that still need improvement. Their skills of analysing achievement data to challenge the school are good and developing further. They are able to reflect well on what has worked and not worked in the past to improve the school further. For example, they are well aware that, until last year, performance management targets for teachers were too simple. They worked with the headteacher to help staff understand why they were now more rigorous and how this would drive up the quality of teaching and raise achievement. Governors are well aware of the next steps in the school's development and are ambitious for the school to soon become outstanding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118032
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	430872

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat DuBoulay
<b>Headteacher</b>	Angela Nicholl
<b>Date of previous school inspection</b>	28 May 2012
<b>Telephone number</b>	01482 882487
<b>Fax number</b>	01482 475242
<b>Email address</b>	stjohnofbeverely.primary@eastriding.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

