

Beverley St Nicholas Community Primary School

Holme Church Lane, Beverley, East Riding of Yorkshire, HU17 0QP

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils make good progress and achieve well overall. Achievement has improved since the last inspection.
- By the end of Year 6, pupils' attainment in reading and writing is average.
- Mathematics is a strength of the school. By the end of Year 6, attainment in this subject is above average; almost a quarter of Year 6 pupils reached the higher Level 6 in 2014.
- Teaching is good. As a result, all pupils are keen to learn and make good progress.
- Disabled pupils and those with special educational needs make good progress because of the good support they receive.
- Pupils say they feel safe and enjoy coming to school. All parents agree that the school keeps its pupils safe.
- Pupils' behaviour is good. They are friendly, polite and well mannered. They are respectful to adults and each other.
- The determined headteacher, well supported by the deputy headteacher, has been very successful in improving the quality of teaching and, consequently, pupils' achievement since the last inspection.
- Governors know the school very well and provide good levels of support and challenge. This helps ensure that teaching and pupils' achievement continue to improve.
- The school is well placed to improve further.

It is not yet an outstanding school because

- In writing, the most able pupils are not always given work that helps them to do their best and are not always allowed to start work as soon as they are ready.
- In some classes, teachers' marking does not make it clear enough to pupils how they can improve their work.
- Occasionally, teachers' expectations of older pupils' handwriting and presentation are not high enough.

Information about this inspection

- The inspectors observed 16 lessons or part lessons, including two jointly with the headteacher.
- Inspectors listened to Year 1 pupils read.
- Discussions were held with pupils from Years 2, 4 and 6, the headteacher, deputy headteacher, members of the governing body, a local authority representative and subject leaders.
- The inspectors took account of 38 responses to the online questionnaire (Parent View) as well as having informal discussions with parents at the start of the day.
- The inspectors observed the school’s work and analysed a range of documents and policies, including: the school’s view of its own performance; the school improvement plan; information about pupils’ progress; attendance records; safeguarding documents; performance management documents and a sample of pupils’ work.

Inspection team

Mark Randall, Lead inspector	Additional Inspector
Alison Aitchison	Additional Inspector
Jenny Firth	Additional Inspector

Full report

Information about this school

- St Nicholas' is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is well above average. The pupil premium provides additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils with special educational needs supported at school action is well above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- The school is on two sites. Early Years Foundation Stage and Key Stage 1 pupils are taught on one site; Key Stage 2 pupils are taught on another.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- A new deputy headteacher joined the school in January 2014.

What does the school need to do to improve further?

- Improve teaching to raise achievement further, especially in writing, by:
 - ensuring that the most able pupils are given work that helps them to do their best and can begin work as soon as they are ready
 - ensuring that all teachers' marking consistently reflects the school's best practice by showing pupils clearly what they need to improve
 - encouraging older pupils to maintain the very best standards of handwriting and presentation in all of their work.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved considerably since the last inspection and is now good. All pupils make good progress across the school. The school promotes equality of opportunity well.
- Children join the Nursery and Reception classes with knowledge and skills below those typical for their age, especially in communication, language and literacy. They settle well and make good progress as a result of good teaching and the wide range of activities they are offered both indoors and outdoors. Consequently, by the end of Reception, most children achieve a good level of development and are well prepared for Year 1.
- Pupils continue to make good progress during Key Stage 1. Attainment in reading, writing and mathematics is above average, with more pupils reaching the higher levels than found nationally.
- Mathematics is a particular strength of the school. By the end of Year 6, attainment is above average. In 2014, half of the pupils reached Level 5 and almost a quarter of pupils reached Level 6. This is because teachers have strong subject knowledge and give pupils work that will get the best out of them. Younger pupils have a secure grasp of basic number skills and older pupils enjoy visiting local supermarkets to practise and apply their skills to solve real-life problems.
- Pupils make good progress in reading and achievement has risen since the last inspection. A love of reading is promoted well across the school and pupils enjoy choosing books from the school's well-stocked library. The teaching of phonics (the sounds that letters make) is good and younger pupils tackle unfamiliar words with confidence when reading. As a result, the proportion of pupils achieving the expected standard in the national screening check for reading in Year 1 has been above the national average for the last two years.
- Achievement in writing is good. Pupils are given opportunities to extend their basic skills by writing at length for a range of purposes in different subjects. The school has recently introduced a new handwriting style for younger pupils; this is helping them to make good progress. However, teachers' expectations of the standard of handwriting and presentation of older pupils' work are not always high enough.
- Disabled pupils and those who have special educational needs make good progress because of the good teaching and support they receive in lessons, in small groups and on a one-to-one basis from skilled teaching assistants.
- Pupils supported by the pupil premium, including those known to be eligible for free school meals, make as much progress as their classmates. Over the last two years, the average points score for these pupils showed that their attainment was higher than that of similar pupils nationally, although they were almost two terms behind their classmates in reading, writing and mathematics. Inspection evidence shows that the gap in attainment between the pupils eligible for the pupil premium and those who are not is narrowing.
- The most able pupils make good progress, with more reaching the higher levels in reading and mathematics than in writing. The school recognises that there is more to do in order to accelerate progress in writing by providing the most able pupils with work that helps them do their best and allowing them to begin to work as soon as they are ready.

The quality of teaching is good

- Good relationships and the way that teachers organise learning in their classrooms help pupils to achieve well.
- Activities are interesting, motivating and suitably demanding for most pupils. Teachers' subject knowledge and enthusiasm engage pupils and make them keen to learn. During a Year 6 mathematics activity, pupils were challenged to mentally add numbers to three decimal places. All pupils made rapid progress.
- Opportunities for pupils to explain their answers fully, especially in mathematics, mean that

teachers can judge accurately how well pupils understand their tasks and their learning.

- Pupils' progress is checked regularly and further explanation is provided if necessary to ensure that all pupils make good progress.
- Good use is made of resources to make learning exciting. During an English activity, pupils began by watching a film clip about a young boy determined to achieve his goal of becoming a footballer; pupils' interest was immediately captured and they were then able to discuss themes such as honesty, belief, experience and truth during the rest of the lesson. Consequently, these pupils made good progress.
- Much of the marking is of high quality and pupils are given guidance on what to do to improve their work. However, this is not consistent and in some classes, pupils are not provided with clear enough guidance. This slows pupils' progress and does not help them to consolidate their skills.
- Good use is made of the indoor and outdoor spaces to support learning in the Nursery and Reception classes. A range of activities are planned so that children make good progress. Adults support pupils well, questioning them and encouraging them to use their imagination.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils work hard and do their best in lessons. They settle quickly and have good attitudes to learning.
- Pupils play safely outside and say, 'We all get on well and if you have no-one to play with, you sit on the 'Star bench' and someone comes to play with you.' Pupils look after each other well; Year 6 pupils act as 'Peacemakers' and help to solve any problems pupils experience at playtimes. The school has a strong commitment to pupils' spiritual, moral, social and cultural development.
- The school's behaviour policy is well understood by all. Pupils talk in detail about the school's 'Good to be green' system and enjoy receiving certificates in the 'Fantastic Friday' assemblies as a reward for good behaviour. Parents, pupils and staff all agree that behaviour is good.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and that bullying is extremely rare. They are confident that an adult is always there to help them if needed. Pupils are aware of the different types of bullying, including cyber bullying, and know how to keep safe when using the internet.
- All parents agree that the school keeps its pupils safe and looks after them well.
- Pupils enjoy school and attend regularly. Attendance is average and has improved since the last inspection.

The leadership and management are good

- The strong and determined headteacher provides clear leadership and direction for the school. Since the last inspection, she has been the driving force in ensuring rapid improvements in the quality of teaching and achievement. Her high expectations are shared by all staff and the governing body.
- The headteacher, deputy headteacher and subject leaders know the school well. They regularly check on the quality of teaching through lesson observations and by looking at pupils' work to ensure that pupils are making good progress. The school's current priorities for improvement are the right ones to continue to move the school forward.
- The school's systems for checking pupils' progress are thorough. Leaders know their pupils well and can quickly identify what support pupils may need to move their learning on. This has ensured that all pupils now make good progress.
- Leaders provide good support for teachers to help them to keep improving. Since his appointment, the deputy headteacher has worked with individual staff, coaching them so that they improve their practice. This, along with rigorous performance management linked to pay

progression, has improved teaching since the last inspection.

- Safeguarding requirements are well met and the school's processes for keeping pupils safe are rigorous.
- The curriculum is well planned and includes opportunities for pupils to read, write and use their mathematics skills in different subjects. Visits capture pupils' interest well and pupils talk enthusiastically about their visits to places such as Eden Camp and the Jorvik Viking Centre. Displays around the school show a range of pupils' work in all subjects.
- Good use is made of the primary school sport funding to promote pupils' health and well-being. Teachers' skills are enhanced through the use of professional coaches and pupils now have access to a wide range of competitive sport both within and out of school.
- The local authority has provided effective support to the school on its journey to becoming good.
- **The governance of the school:**
 - The governing body knows the school very well. Governors use their expertise and wide-ranging skills to pose challenging questions as well as offering support to leaders. They have a clear understanding about how well the school is performing in relation to other schools nationally. They undertake regular visits to gather first-hand evidence which enables them to check the success of the school development plan and subject leaders' action plans, and to gain an insight into the quality of teaching. Governors know how the pupil premium and the primary school sport funding are being spent on additional staffing and expertise, and ask questions about how this raises achievement in the school. They have undertaken a wide range of training so that they are well aware of their responsibilities. Governors are fully committed to continuing to improve the school.

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

Unique reference number	117827
Local authority	East Riding of Yorkshire
Inspection number	430592

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	314
Appropriate authority	The governing body
Chair	Ian Clark
Headteacher	Liz Pollard
Date of previous school inspection	9 July 2012
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