

# Beverley Grammar School

Queensgate, Beverley, HU17 8NF

## Inspection dates

15–16 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Sixth form provision	Requires improvement		3

## Summary of key findings for parents and pupils

### This is a good school.

- As a result of good and sometimes outstanding teaching, students make good progress across a wide range of subjects. They make good progress in English and outstanding progress in mathematics.
- From starting points that are well above average, the proportion of students gaining five or more GCSE passes at grades A\*-C, including English and mathematics, is high. The most able students make outstanding progress.
- The quality of teaching is good, as clear explanations, good questioning and regular checking of students' work help them make good progress.
- Students behave well. They say they feel safe and are cared for well. Students have positive attitudes to learning and make a good contribution to the progress they are making.
- Students' personal development is promoted well throughout the curriculum. There are many opportunities for them to take part in sporting and cultural activities as well as learning about democracy and the law in Britain.
- Senior leaders and governors have an accurate view of the school's performance. They have taken decisive action to ensure that the quality of teaching and achievement are good and the school is improving.

### It is not yet an outstanding school because

- The effectiveness of the sixth form requires improvement as achievement has not been consistently good in all subjects.
- Achievement in a small number of subjects at the end of Key Stage 4 has not been good over time as teaching has required improvement in these subjects.
- Occasionally, expectations of students of average and below average ability are not high enough and these students do not always make the same rapid progress as the most able.
- School plans for improvement are not always sharply focused on the impact that actions are intended to have on improving teaching and achievement.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Three observations were undertaken jointly with the leaders of the school.
- Inspectors spoke with three groups of students about their learning in lessons and their safety in the school. An inspector also listened to some pupils reading.
- Inspectors held meetings with the Chair of the Governing Body and five other governors. A telephone conversation was held with an external consultant who works with the school. In addition, inspectors met with school staff, including middle and senior leaders.
- Inspectors also looked at the school's review of its own performance, its development plan, school policies and the minutes of governing body meetings. The inspection team considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at students' work in lessons and also analysed samples of students' work in exercise books.
- The inspection team analysed the 97 responses to the online questionnaire, Parent View, and several school questionnaires completed by parents.
- There were 31 questionnaires completed by staff which were also considered by inspectors.
- An inspector visited students being taught at an alternative provider, East Riding College.

## Inspection team

James McGrath, Lead inspector	Additional Inspector
Andrew Anderson	Additional Inspector
Andrew Henderson	Additional Inspector
David Priddings	Additional Inspector

## Full report

### Information about this school

- Providing for boys, the school is smaller than the average-sized secondary school.
- The proportion of disadvantaged students, those eligible for the pupil premium is well below average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those who are looked after by the local authority.
- Almost all students are White British. The vast majority of students speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- There is one alternative provider used by the school for very few students; it is East Riding College.
- The sixth form is part of a joint sixth form with Beverley High School.
- The school works in partnership with outstanding schools such as Hunger Hill in Doncaster, Harrogate Grammar School and the Ebor Teaching School Alliance in York.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- There have been significant changes in staffing and leadership since the previous inspection.
- The current headteacher took up the role of acting headteacher in April 2014 and her position was confirmed on 1 September 2014 for one year only. A new headteacher has been appointed from 1 September 2015.

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

- Improve the quality of teaching, in order to raise students' achievement further, by ensuring that:
  - expectations are consistently high for average and below average ability students to accelerate their progress
  - work is more precisely matched to the needs and abilities of average and below average ability students
  - comments about work completed consistently provide specific subject information in order to help students improve their learning.
- Improve the impact of leadership and management by ensuring that:
  - the quality of teaching is consistently good across all subjects, especially in the sixth form, to increase students' progress
  - measures used to judge the impact of actions identified in development plans are closely linked to improvements in teaching and thus to students' learning and progress.
- Improve the effectiveness of the sixth form to ensure that students' achievement is consistently good across all subjects and courses by:
  - improving the quality of teaching to fully meet the needs of all students, especially those of average ability
  - ensuring a higher proportion of students who have not achieved GCSE grade C in English on entry to the sixth form do so before they leave
  - ensuring leadership checks students' progress thoroughly to make sure all students make good progress.

## Inspection judgements

### The leadership and management are good

- The present headteacher, senior leaders and governors are highly ambitious for the students. They have taken appropriate action to ensure that the overall effectiveness of the school has improved to good since the previous inspection. Their actions have ensured that the quality of teaching is now better and has led to significant improvements in achievement.
  - The school has rightly prioritised improvements in the quality of teaching and subject leadership in seeking to raise students' achievement. Senior leaders' judicious use of a well-planned sharing of best practice in school and the targeted use of external support from Specialist Leaders of Education from outstanding schools have had a good impact on improving teaching and subject leadership.
  - The school's view of its performance is thorough and accurate, giving the school a clear idea of its strengths and areas for development. Plans for improvement correctly state the main priorities for the school as do the plans for subject improvement. However, measures to judge the success of planned actions do not focus precisely enough on whether actions will improve the quality of teaching and thus students' achievement.
  - There is a very thorough system, established in Key Stages 3 and 4, for identifying students' progress and those students requiring additional support so they do not fall behind in their learning. This is being used well to improve achievement. The system, recently introduced into the sixth form, is showing improvements in achievement in comparison to previous years.
  - Middle leaders are clear about what is expected of them and check the progress of students and the quality of teaching using a wide range of information. Senior leaders are aware that a few middle leaders are not as thorough as others and they are working to ensure all meet the standard set by the best.
  - Leadership checks the safety and achievement of students in off-site provision and, as a result of regular visits, has good contact with staff working at the provision. Students are safe and achieve well.
  - Performance management for teachers is effective and identifies the skills they need to improve. Decisive action is taken if there are any shortcomings in subject leadership or in the quality of teaching. Senior leaders provide effective coaching and a wide range of focused professional development activities to drive forward improvement.
  - Training is provided for teaching assistants and other adults to make sure they provide good quality support to students. This is a good example of the school's strong commitment to equality of opportunity.
  - The curriculum meets the needs of all students and achievement is improving because of changes made since the previous inspection. Students are well prepared for their future education and training as there is a good emphasis on the development of literacy skills with high achievement in mathematics. Good information, advice and guidance is given for students to select their optional subjects and to move to employment or training. Almost every student continues in education, training or employment after leaving the school with the expectation, right from Year 7, that many will go to university.
  - Students were keen to talk about their interests in art and the wide range of musical and choral activities that take place. The school is successful in sport with a number of former students representing their country. Students' personal development and their spiritual, moral, social and cultural understanding are developing well.
  - Inspectors saw students taking part in hustings and a parliamentary debate which included 'question time' with their local Member of Parliament. This, along with work in the personal and social education programme, which incorporates visits and talks from the prison service and prisoners about the choices they made and the consequences, gives a strong understanding of democracy and law. Students develop an acute sense of life in modern Britain and know that the school fosters good relationships and tackles discrimination in all its forms.
- The governance of the school:**
- Governors have a good range of skills and experience, hold the school to account for its performance and provide good support and challenge to improve the overall effectiveness of the school. They have taken decisive action to improve the quality of leadership and teaching within the school. They are clear that their role has improved over time and are now more involved in the strategic leadership of the school. Governors are fully aware of the achievement of students in comparison to national measures, understand the data well, and know that sixth form achievement is a priority for improvement. Half-termly reviews of the work of the school are sharply focused on achievement of groups of students and the quality of teaching.
  - Governors ensure that all pupil premium funding is directed at work for disadvantaged students. They

- have nominated a senior leader to manage the provision for these students and a governor to check the impact of this work, which is closing gaps in attainment between disadvantaged students and others.
- Governors use their skills well and make regular checks on the school's budget. Governors are aware of the quality of teaching and understand fully the arrangements linking teachers' performance and pay. They have supported the headteacher in taking action to secure improved teaching and improvements in leadership. Governors ensure that the school's arrangements for safeguarding meet statutory requirements are effective and check that relevant systems and training are secure.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of students is good.
- Students are keen to learn and lessons flow smoothly with students following the instructions of their teachers. They are hard working and make good progress in their lessons. Occasionally, some students lose concentration and do not focus strongly on their work although they do not interrupt the learning of others.
- Students are pleasant, polite and courteous to visitors and to each other. They hold doors open for adults and use their manners well. Around school, they are well behaved and get on well together. They are proud of their school, which is free of litter.
- The school is a calm and purposeful place. Students are punctual to school and to their lessons. Attendance is above average with the vast majority of students attending regularly.
- Sixth form students make a good contribution to the work of the school. They mentor younger students and support them with their academic studies. Sixth formers organise charitable events and encourage other students to become involved. There are opportunities for them to lead assemblies and to speak to students about experiences such as their visits to Auschwitz.
- Students say they know their views are listened to and that the school acts on their findings. Students gave their opinions on the new rewards and sanctions system and, as a result, they clearly understand what is required of them. They have had opportunities to comment on the consistency of application of the system and they believe that the system is applied fairly and that behaviour is good.

### Safety

- The school's work to keep students safe and secure is good.
- Students are clear about what constitutes bullying. They know it is not tolerated and say that on the rare occasions it occurs, it is swiftly dealt with by school staff.
- Younger students say they enjoy being in registration forms with older pupils and that it helps them to feel safe in school and confident around older students. They say that the change from primary to secondary education is managed well by the school and that they were happy at school right from the start.
- Students have a good understanding of internet safety. A group of students are representatives on the school's e-safety committee.
- The school's programme for personal and social development, 'Boost', makes a strong contribution to students' understanding of how to keep safe. Students say that should they have any matters they wish to discuss in confidence, they have a school social worker, a school nurse and a key worker readily available to them.
- Arrangements to support students studying off-site are good. There are clear arrangements with providers to check the safety and attendance of students. In addition, arrangements to support vulnerable students are good with effective links to outside agencies.
- All students spoken to said they feel safe in school. Parents and staff share the same, positive views about students' behaviour and safety.

## The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is now good overall with some examples of outstanding practice. As a result, achievement has improved since the previous inspection and is good.
- Learning begins at a brisk pace. Students are given clear and concise explanations about what is required of them and what is to be learned. They know what they have to do to achieve well. The checking of

students' work in lessons is done swiftly and points for improvement are raised quickly. As a result, students make good progress.

- Teachers use questioning well to assess what students understand and to challenge them to think deeply. Teachers give students time to explain fully what they have learned and use these responses to skilfully assess what an individual might know.
- Work is marked regularly to check students' understanding of what has been learned. Teachers provide exceptionally helpful advice to enable students to improve their work and make good progress. Occasionally, the advice does not match the best practice in the school as it is not specifically related to subject improvement and, as a result, learning slows.
- An analysis of students' work in books shows that teachers' expectations of students are generally high, especially expectations of the most able students. However, there are occasions when expectations of average ability students, and the few below average ability students, are not high enough and their work is not of the highest quality. Consequently, their progress does not accelerate as strongly as it does for the most able students.
- Students are able to use their mathematical skills across a range of subjects. The students' writing and reading skills are developed well across the curriculum. Students have to give extended answers to questions and discuss their work, they also have to write extensively. All of these aspects improve the students' literacy skills.
- Teachers set work which is challenging and matched well to students' needs and abilities. It is particularly well matched to the needs and abilities of the most able students and they make exceptional progress. Nevertheless there are occasions when work set for those of average ability and below average ability students is not precisely matched to their abilities. It can be too challenging or too easy. Consequently, at these times, students' progress slows. An example of 'finely tuned' work and questioning that met the needs and abilities of all students, with all students making exceptional progress, was seen in a Year 11 business studies' lesson where students across a range of abilities were considering how to improve productivity in business.
- Teaching assistants make a good contribution to students' learning and are well-respected by students. In particular, they provide a range of effective support during form time for those students with disabilities and special educational needs and this is helping students make good progress.
- Good relationships, and the way teachers use praise, encourage and motivate students to achieve well.

### The achievement of pupils

### is good

- Students' achievement has improved since the previous inspection and is now good. Leaders' determined efforts during the past year have improved teaching so that it is good and, as a consequence, achievement is good throughout Key Stages 3 and 4. Inspectors found that achievement is improving further and high standards of attainment are being sustained.
- In 2014, from starting points that were generally well above average, the proportion of students attaining five or more GCSE grades at A\*-C, including English and mathematics, improved strongly to be significantly above average. The overall progress students made in their 'best 8' subjects at GCSE was above average. The most able students made exceptional progress.
- Since the previous inspection, students' progress in both English and mathematics has improved. Progress in English is good and in mathematics it is outstanding. There are many more students making better-than-expected progress in mathematics and in English the proportion compares favourably with national expectations.
- Students achieve well in English, mathematics, English literature, art, physics, chemistry, food technology and physical education. Over time, students have not made good progress in all subjects, especially in modern foreign languages courses and geography, as the quality of teaching and leadership in these subjects has not been good.
- Information provided by the school and supported by inspection evidence indicates the potential for further improvements in the proportion of students attaining five or more GCSE grades at A\*-C, including English and mathematics, in 2015. The school indicates that, because leadership and the quality of teaching are improving due to the efforts of senior leaders, students are set to make better overall progress than in previous years. There are now signs of improvements to achievement in geography and modern foreign languages.
- The most able students make better progress than similar students in other schools. Work set challenges these students well and this helps them to reach the very highest GCSE grades in more than average proportions in many subjects.

- Students of average ability and the few below average ability students do not make such rapid progress as expectations of them in some subjects are not as challenging as they are for the most able.
- There are few disadvantaged students in school. At the end of Year 11 in 2014 these few students, made broadly expected progress in English and strong progress in mathematics. They were two thirds of a GCSE grade behind non-disadvantaged students in the school in English and half a grade behind non-disadvantaged students nationally. In mathematics, they were two thirds of a GCSE grade behind non-disadvantaged students in the school and attained as well as non-disadvantaged students nationally. Gaps in attainment closed from 2013 to 2014 as did gaps in progress. Information provided by the school and a work scrutiny by inspectors show that attainment and progress gaps are set to close further.
- The few disabled students and those with special educational needs are making similar progress as others nationally. Their achievement has improved to good since the previous inspection because of better leadership and well-planned additional support.
- There are very few students who study at alternative provision. Comparisons between those students and others in the school and nationally are, therefore, not statistically valid.
- The school does not use early entry to GCSE.
- Year 7 catch up funding (government funding for those entering secondary school with below average standards in English and mathematics) is helping to improve students' literacy and mathematical skills well.
- The school is promoting reading well through their English lessons, with additional time given to students to read for pleasure in form time. Students say they enjoy reading and use the school library well to choose books that interest them. Reading does not inhibit students' learning as they are capable of accessing all the information provided to them across all subjects.

### The sixth form provision

### requires improvement

- Sixth form provision is improving quickly but requires further improvement to be good.
- In 2014, attainment at the end of Year 13 dipped to below average overall. Students, from their above average starting points did not make the progress and achieve as well as expected as the quality of teaching was not good.
- Almost all the students successfully completed their courses with over a third of them reaching the highest grades. Most students were able to access their higher education choices or their career ambitions in employment. Attainment at the end of Year 12 improved from the previous year but remained below average. High ability students achieved well, although average ability students have not always achieved as well as they should. Achievement is notably good in mathematics, physics and chemistry although it is not consistently good in a number of other subjects.
- The school provides a strong academic curriculum in partnership with Beverley High School. A wide range of A level courses is supplemented by a small number of vocational options. Over time, students have made the progress expected of them in these vocational options.
- There are few students who enter the sixth form without a grade C in GCSE English and/or mathematics. All of those re-sitting GCSE mathematics attained grade C by the time they left school but a few did not do so in English.
- There are exceptionally few disabled students and those with special educational needs and exceptionally few disadvantaged students. Statistical comparisons between these groups of students and the performance of others in the sixth form are not statistically valid.
- Students have very positive attitudes to their studies and are growing in confidence in their ability to succeed. This year, new leadership has acted decisively to strengthen provision by taking effective action to introduce improved arrangements to check students' progress and provide good individual support and intervention. This is the 'Steps for Success' programme, designed to help students meet their targets. Students appreciate the regular checks on their achievement, believing they are in their best interests, and are helping them to do well. They willingly take up the opportunities through the 'Steps for Success' programme to make better progress. As a result, school information indicates that students' achievement is set to rise in 2015.
- Leaders check the quality of teaching more thoroughly and improvements are occurring. The school is ambitious for its students and expectations of students and staff have increased. Morale is high and both staff and students are responding well to eradicate unevenness between subjects and to improve students' achievement.
- Sixth form students value the opportunities to support the school through taking on responsibilities. Many students support younger students' learning, organise charity fund raising and participate in the sixth form

council. Students say they know that their views matter and they appreciate the wide range of additional opportunities to enrich their studies including work experience. As a result, they behave well, feel safe and develop into confident and responsible young adults.

## What inspection judgements mean

<b>School</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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	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.
		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.

## School details

<b>Unique reference number</b>	136995
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	462265

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	798
<b>Of which, number on roll in sixth form</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Huw Jones
<b>Headteacher</b>	Gillian Todd
<b>Date of previous school inspection</b>	24 April 2013
<b>Telephone number</b>	01482 881531
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