

Beverley Grammar School

Queensgate, Beverley, HU17 8NF,

Inspection dates 24–25 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students do not achieve well throughout Key Stage 3 and 4. Achievement requires improvement because not enough students exceed the progress expected of them.
- The sixth form requires improvement. This is because students' progress is not good.
- Teaching requires improvement as it does not promote good progress for students throughout the school and sixth form.
- In particular, work is not consistently well planned to match students' capabilities, especially for average and less capable students.
- Marking does not always tell students what they have done well and what to do next in order to improve their work.
- Leadership and management at all levels require improvement because senior leaders do not meet regularly enough with subject leaders and learning coordinators or ensure they have an accurate picture of teaching and progress and the areas for development and training. This reduces their impact on students' progress and the quality of teaching.
- Systems and procedures to check and assess the quality of teaching and the rate of students' progress are not established enough to ensure that students achieve well.

The school has the following strengths

- Standards are consistently well above average. Students working at higher levels achieve well.
- Progress in science is good.
- The headteacher and senior leaders are making improvements to the quality of teaching that are enhancing students' achievement.
- Students behave well and support each other in their learning.
- They feel safe and are very aware of potential dangers and how to avoid or manage them.
- The school promotes students' spiritual, moral, social and cultural understanding well.
- The governing body knows a lot about the school's work and is able to help steer it forward.

Information about this inspection

- The inspectors observed 30 lessons, including seven that were observed jointly with the headteacher and individual members of the senior leadership team.
- The inspectors took into account the 66 responses to the online questionnaire (Parent View) and the information from 37 staff questionnaires in conducting the inspection.
- Inspectors held meetings with three groups of students, senior and subject leaders, members of the governing body and a principal adviser from the local authority.
- The inspectors looked at a range of school documentation. This included information about the progress of students of all abilities in each year group and how closely the school improvement plan matches their needs. They also looked at records of checks of students' behaviour and attendance, as well as policies to help safeguard them.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
James McGrath	Additional Inspector
Pakaj Gulab	Additional Inspector
Michael Blaylock	Additional Inspector

Full report

Information about this school

- Beverley Grammar School converted to become an academy in August 2011. It retains the same name. When its predecessor school was last inspected by Ofsted it was judged to be outstanding.
- The school is smaller than the average-sized secondary school and provides for boys.
- The proportion of students supported through the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and those from service families) is well below the national average.
- Most students are of White British heritage. The proportion of students who speak English as an additional language is well below the national average.
- The proportion of disabled students and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The headteacher was appointed in September 2011.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- It uses alternative places for students to learn away from the school, through partnerships with East Riding College and Bishop Burton Agricultural College.
- There is joint sixth-form provision with Beverley High School and Longcroft Comprehensive School.

What does the school need to do to improve further?

- Improve the quality of teaching across the school and sixth form, so that it is at least consistently good and speeds up progress, by making sure that:
 - teachers set work that is an accurate match to the levels at which students are working in all lessons and which provides good challenge
 - students' work is marked very regularly and tells them how well they have achieved and what they need to do next.
- Improve the impact of leaders and managers in speeding up students' progress by:
 - improving the school's systems and procedures so that the quality of teaching and the rate of students' progress are regularly and accurately checked
 - ensuring that senior leaders hold regular meetings with subject leaders and learning co-ordinators to determine the quality of teaching and the rate of students' progress promptly in their areas, in order to know the areas for development and training.

Inspection judgements

The achievement of pupils

requires improvement

- Students do not make quick enough progress through the school, including in the sixth form. This is because not enough teaching is regularly good or better.
- Standards are consistently well above average by the end of Year 11, including in the percentage of students achieving five A* to C grades including in English and mathematics. At A level standards are above average. Students' achievement in science is consistently good.
- Although, historically, national data have shown aspects of good progress, the current information provided by the school, the quality of teaching observed and the scrutiny of students' work over time confirm that students make expected progress in both Key Stages 3 and 4. This is from well-above-average starting points when they join Year 7.
- Students working at higher levels achieve well because work is more often an accurate match to their needs. Average- and lower-ability students often find work too challenging and this slows their rate of progress to that which is expected.
- Students in Year 7 who do not achieve the expected levels in English and mathematics by the end of Key Stage 2, and therefore receive catch-up funding, have recently started receiving support to quicken their progress in reading.
- Students achieve well in science throughout the school because most teaching is consistently good.
- No students are entered early for GCSE examinations. Students achieve higher than students nationally when they sit the mathematics examination in Year 11, including the proportion achieving A* and A grades.
- No students study just vocational courses. Those students who attend courses that are taught off site make similar progress to other students.
- Students join the sixth form with above-average standards. They make expected progress by the end of Year 13. Students' progress has been slower in Year 12 but the school's evidence shows it has quickened this year. Most students stay on into Year 13. Almost all students either go on to further or higher education or obtain employment at the end of Year 13.
- Pupil premium funding is allocated carefully to help students improve their reading and to provide activities to broaden their experiences. The gap between the average scores of students known to be eligible for free school meals and those who are not narrowed considerably last year, from the previous year, to a four- and five-term gap in English and mathematics respectively.
- Disabled students and those supported through school action and school action plus, and those with a statement of special educational needs, progress at a similar rate to other students. Students from minority ethnic groups and those who speak English as an additional language also make similar progress to other pupils. When teaching and support are good or better, all groups of students achieve well and sometimes outstandingly so.

The quality of teaching

requires improvement

- Too much teaching needs improvement and, as a result, students make expected, rather than good or better, progress over time. During the inspection teaching ranged from outstanding to inadequate.
- Students are not consistently provided with work that matches closely the levels at which they are working. During the inspection the work given was often too hard for students not working at the highest levels. In a few lessons all students were given the same work.
- Marking, also, is not regularly helpful in telling students how well they have done and how to make further progress. In some lessons marking is irregular, making it difficult for teachers to plan work accurately.

- A key to students' interest and quick progress is through their active involvement in learning. This is the case in some lessons, but teachers talked for too long in a few. However, in an outstanding Year 7 geography lesson the students were expected to take responsibility for their learning and participate throughout in explaining to other students the advantages and disadvantages of flood defences. The lesson also showed the school's focus on developing students' literacy skills in other subjects, with a good emphasis on enhancing pupils' speaking and listening skills.
- In lessons such as food technology students regularly assess their own learning, which encourages them to think critically about what they have achieved. Probing questioning also supports good progress, such as seen in a Year 11 French lesson. In an outstanding Year 13 lesson students' original thinking was promoted exceptionally well through such carefully planned questioning within learning about motifs.
- Inspectors saw some very helpful guidance given by support assistants to students with specific learning issues, in lessons such as food technology and mathematics. However, as with other practices, there is inconsistency in the quality of support throughout the whole of the lesson.

The behaviour and safety of pupils are good

- Students' behaviour in lessons and around the school is good. They show positive attitudes to learning. They get on well with each other, supporting each other in activities and adding to their enjoyment of school and learning through this. Students who need help to manage their behaviour are supported well.
- Students' attendance is consistently above average throughout the school and sixth form.
- They feel safe and demonstrate a good understanding, for their ages, of the possible dangers that could arise in their lives and how to avoid or manage them. This includes the use of the internet. Students know that bullying is not tolerated and is dealt with quickly. The parents who responded to the questionnaire agreed that the school keeps their children safe and cares for them well.
- Since the last inspection the 'student voice' has been extended. The majority of students spoken to felt that their views are starting to make a difference to what happens in the school but that they could contribute even more.
- Students in the sixth form play a full part in the school community, including supporting younger students in developing their literacy and numeracy skills.
- Through lessons and assemblies students develop good spiritual, moral, social and cultural understanding. They can empathise with the unfairness and hurt caused by prejudice and discrimination towards different groups in society, and have a keen sense of fair play.

The leadership and management requires improvement

- Leaders at all levels have not had the necessary impact on strengthening the quality of teaching so that it is consistently good. Systems to monitor and assess the school's work are not sufficiently thorough or carried out regularly enough to ensure that leaders have an accurate knowledge of students' achievement and the quality of teaching.
- The headteacher, since his appointment, with support from senior leaders, is making the school more effective. The greater emphasis on the rate of students' progress, rather than just the standards they reach, is supporting quicker improvement and demonstrates the school's capacity to improve further. This is the case in the sixth form, which is monitoring students' rate of progress very carefully, including from early in Year 12, where the pace of achievement has previously been slower.
- Following an audit, leadership responsibilities have been changed to better match the school's needs. The headteacher has ensured that the staff are very clear about the school's priorities, in particular to improve teaching. Daily booster sessions for staff and opportunities to observe outstanding teaching, introduced by a member of the senior team, are strengthening teaching

practices. The staff have responded positively to this and support the school's work.

- The school's new appraisal system, based closely on the needs of the school in improving teaching and strengthening leadership, is enabling leaders to quicken progress through sharper targets to improve teaching. The senior team is in the process of making sure that teachers' targets are all measurable. They do not recommend pay rises unless there is good evidence over two years that targets have been met and students' achievement has risen.
- The senior team know from their own very recent checks that their evaluation of the proportion of good and outstanding teaching is over-generous. However, their judgements of teaching during the inspection matched very accurately those of the inspectors.
- Subject leaders are aware of some gaps in learning in their areas but there are signs of improvement in other subjects such as modern foreign languages. The monitoring by some subject leaders has not addressed the fact that work is not consistently set to match the levels at which students work. Similarly, learning coordinators do not have a complete picture of achievement in the year groups for which they are responsible. This underlines that monitoring by the senior team is not rigorous enough to enable the school to move forward as quickly as possible and identify where development and training are needed.
- Students like the good range of courses available because they cater for the differing abilities, interests and aspirations of students throughout Key Stage 4 and the sixth form. Partnerships with other schools have contributed significantly to this. The expected progress of students, the range of courses, the progress students make and a range of after-school activities ensure that the school is promoting satisfactory equality of opportunity and freedom from discrimination.
- As well as beneficial partnerships with other schools, there are several links with organisations and agencies that help the school to provide students with any specific help that they need. The local authority reviews the school's work during the year and provides helpful guidance in quickening improvement.
- The school's safeguarding arrangements meet the statutory requirements, including for those students educated off site.
- **The governance of the school:**
 - The governors know the school well and both support and challenge its work. They are well informed by the headteacher but they find out a good range of information for themselves, such as through meetings with leaders about teaching and achievement. Governors know what information about students' progress is saying about achievement and the quality of teaching, including where it needs improvement. The committee structure covers all aspects of the school's work, enabling the governors to speak confidently about a wide range of issues, including the student voice. The governors know where pupil premium funding is being spent and that it is narrowing the gap in achievement.

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	136995
Local authority	Not applicable
Inspection number	413319

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	11–18
Gender of pupils	Boys
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	889
Of which, number on roll in sixth form	167
Appropriate authority	The governing body
Chair	Christopher Bodsworth
Headteacher	Grahame Hodson
Date of previous school inspection	25 September 2008
Telephone number	01482 881531
Fax number	01482 881564
Email address	admin@beverleygrammar.co.uk

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