

# Inspection of a good school: St Mary's Church of England Voluntary Controlled Primary School, Beverley

Eden Road, Beverley HU17 7HD

---

Inspection dates:

12 and 13 September 2023

## **Outcome**

St Mary's Church of England Voluntary Controlled Primary School, Beverley continues to be a good school.

## **What is it like to attend this school?**

St Mary's provides a caring and nurturing environment for all of its pupils. Pupils feel happy and safe. They enjoy coming to school. The school's commitment to inclusion underpins the ethos of the school. There are high expectations from staff that all pupils will achieve well and succeed.

Relationships between adults and pupils at the school are extremely positive. There is a mutual understanding of respect for one another. As a result, pupils behave well. There is a calm and purposeful atmosphere in classrooms. Pupils' behaviour, both when learning in lessons and at less-structured times, is representative of the school's values. These are woven throughout school life at St Mary's. Pupils know these values well. They speak passionately and confidently to visitors about what it means to show respect, hope, wisdom, friendship, trust and perseverance.

The personal development of pupils is a strength of the school. The school ensures that there is a rich set of additional opportunities and experiences on offer for pupils. Through roles such as ambassadors, pupils take an active part in school life. Pupils at St Mary's have a voice and are listened to attentively. They relish these opportunities to be heard and enjoy making their school even better.

## **What does the school do well and what does it need to do better?**

The school continues to place a high priority on the teaching of reading. Children get off to a brisk start in Reception. Phonics sessions begin as soon as they start school, early into the new term. There is a clear, sequenced approach to the teaching of reading across school. Regular checks ensure that pupils who may not be on track are quickly identified. Appropriate support is then put in place. This includes for pupils who may still need some help with reading in key stage 2. The school demonstrates a commitment to ensuring not

only that all pupils can read by the end of Year 1 but also that they continue to develop their reading skills into key stage 2. Pupils enjoy reading. They recognise that their reading is always improving. Pupils receive the support and encouragement that they need from staff as well as each other.

The school's curriculum for mathematics carefully builds on pupils' prior learning. Pupils remember previous learning and apply this to new concepts. Teachers skilfully use questions to check pupil's understanding. They quickly identify if pupils need more time to practise or reinforce new learning. Pupils learn and use the mathematical vocabulary that is introduced in lessons confidently. This vocabulary has been carefully planned out across all year groups. It starts in Reception, where staff proficiently model and develop children's use of mathematical language.

The school has developed a curriculum that is ambitious for its pupils. Leaders have been mindful that this curriculum reflects the local context and community. In wider curriculum subjects, such as geography and art, the school has identified the knowledge that pupils need to learn in each year group. This has supported staff to understand what pupils should already know and what they will go on to learn next. As with mathematics, thought has been given to the vocabulary that pupils will need to learn to be successful. Although there is clarity in what pupils must learn in each year, in some subjects the learning opportunities provided for pupils are not well matched to these intentions as a matter of course. This means that pupils do not consistently achieve the intended learning outcomes.

There is an inclusive culture that permeates the school. The school ensures that pupils with special educational needs and/or disabilities (SEND) are involved in all parts of school life. In lessons, adaptations are in place to ensure that pupils learn effectively alongside their peers. Additional training provides staff with the knowledge that they need to support pupils with SEND well.

Children who have just started in school in the early years receive a warm and caring welcome from adults. Staff in Reception recognise the importance of a smooth transition into school. They support children in their play and ensure that they are developing positive learning habits from the outset. Children settle quickly into the routines. Staff have a thorough understanding of the skills and knowledge that children need in the early years to prepare them well for Year 1.

The school has rightly been recognised for its work on global citizenship. Pupils care about the environment and recognise that they have an active role in protecting it for the future. Pupils at St Mary's have a strong social conscience. They show empathy and are willing to speak up if they feel that someone is being treated unfairly. Pupils help to promote the equality and diversity values in school. The school has close links with the local church. Pupils are given opportunities to take part in services, as well as lead daily worship in school.

Staff say that they feel well supported and valued by leaders. Careful consideration is given to their workload. Staff are proud to work at St Mary's. Governors have a thorough oversight of the school and share in the responsibility for promoting staff well-being.

## Safeguarding

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- In some wider curriculum subject areas, such as geography and art and design, the school does not consistently provide pupils with work that matches the intended curriculum. As a result, pupils do not achieve the intended learning as a matter of course. The school should ensure that learning opportunities are provided for pupils that clearly match the knowledge that they want pupils to learn, across all wider subject areas.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

[funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	118030
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10290043
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	395
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jean Kapur
<b>Headteacher</b>	Laura Wallis
<b>Website</b>	<a href="http://www.stmaryscofeprimarybeverley.co.uk">www.stmaryscofeprimarybeverley.co.uk</a>
<b>Dates of previous inspection</b>	26 and 27 June 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is a voluntary-controlled Church of England school. A section 48 inspection of the school's religious character took place in June 2019.
- Leaders do not use any alternative provision.
- There is a before- and after-school club on site. This is run by school staff and managed by the governing body.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. The inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The inspector met with school leaders, the chair of the governing body and two other members of the governing body. The inspector also spoke with representatives from the local authority and the diocese.

- The inspector listened to a sample of pupils from Years 1, 2 and 3 reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspector reviewed school policies, procedures and records. The inspector met with the designated safeguarding leads and spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- The inspector considered the responses, including written responses, to Ofsted Parent View, the online inspection questionnaire. The inspector also took account of the responses to the staff and pupil surveys.

### **Inspection team**

Sarah Gordon, lead inspector

His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023