

# Beverley School

Saltersgill Avenue, Saltersgill, Middlesbrough, TS4 3JS

## Inspection dates

19–20 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils make good progress in communication, reading, writing and mathematics.
- Children's progress in the Nursery and Reception classes is outstanding. They make an excellent start in learning to communicate and find things out for themselves.
- The sixth form is good. Students make good progress. All gain qualifications and continue in education after they leave the school.
- Teachers and teaching assistants know the pupils well and provide them with varied activities.
- Pupils' behaviour is good. Those with behavioural difficulties show good improvements in their behaviour after joining the school. Pupils feel safe in school.
- Senior leaders and managers, including the governing body, know the school's strengths and areas for improvement. They use this information well to improve teaching and pupils' progress.

### It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Occasionally, the work is either too hard or too easy for some pupils. Sometimes, adults do not check pupils' progress and use this information to change the lesson.
- Some lessons in the secondary department last for too long to sustain pupils' interest and progress.
- A number of leaders are not yet fully involved in making it clear to teachers how they can improve their teaching.

## Information about this inspection

- The inspectors observed 19 lessons taught by 18 teachers. They visited other activities for shorter periods of time. Five lessons were observed jointly with senior leaders.
- Meetings were held with members of the school council, a group of staff and the Chair of the Governing Body. The inspectors spoke with a representative of the local authority on the telephone.
- There were insufficient responses to the on-line questionnaire (Parent View) for these to be taken into account, but inspectors spoke with a small number of parents and looked at the results of the school's recent survey of parents' views.
- The inspectors observed the school's work and looked at work in pupils' books, the school's data on pupils' progress, documents relating to safeguarding and the school's analysis of how well it is doing.

## Inspection team

Liz Godman, Lead inspector

Additional Inspector

Pauline Pitman

Additional Inspector

## Full report

### Information about this school

- Beverley School is a large special school which caters for pupils with autism. Most pupils have associated learning and behavioural difficulties.
- All pupils have a statement of special educational needs. They attend the school from a number of local authorities in the area.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children looked after by the local authority and the children of military personnel) is above average.
- Most pupils are of White British heritage.
- The school moved into new purpose built premises in April 2011.
- The school's Nursery class is located on the site of Viewley Hill Primary School, which is nearby.
- The school's executive headteacher is seconded on a temporary part-time basis from Priory Woods School where she is the permanent headteacher.

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

- Improve the quality of teaching to outstanding by ensuring that:
  - in all lessons work is matched to the needs of each pupil in the group so that it is neither too hard nor too easy
  - careful checks are made by adults during lessons on the pupils' progress and that this information is used to adjust the lesson and to increase the rate of progress
  - all leaders are more involved in making it clear to all teachers how they can improve their teaching
  - lessons in the secondary department are of the right length to sustain pupils' interest and progress.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress from often very low starting points on joining the school. Almost all pupils make at least expected progress in reading, writing and mathematics.
- Pupils of all ages make particularly good progress in learning to communicate and to do things for themselves. Consequently, by the time they leave the sixth form, all students have gained nationally recognised qualifications and go on to further education or training.
- Children in the Nursery and Reception classes make outstanding progress because of the outstanding teaching. Their progress is most marked in their great confidence and progress in learning to count and to read, using symbols, pictures and words.
- Good progress in reading, writing and mathematics continues through the primary and secondary departments. Pupils of all ages use their knowledge of symbols, pictures and letters and sounds to follow instructions and to identify what will happen next.
- Older pupils apply their skills well. Pupils in Years 9 and 10 wrote successfully about coastal erosion in a geography lesson. In a Year 7 design and technology lesson pupils measured coins accurately to determine the size of slots in their money boxes.
- Students in the sixth form are well prepared for the future because they develop good academic, social and communication skills. For example, they run a café for other pupils, staff and visitors. They approach customers confidently and politely, take and deliver orders well and show initiative in selling other merchandise at the same time.
- There are no variations in the progress of pupils with different special educational needs because the work pupils are given is usually accurately matched to their needs. However, in a very few lessons, the work provided is the same for everyone. Consequently, it is too easy for some and too hard for others. This limits some pupils' progress.
- The attainment and progress of pupils known to be eligible for free school meals is the same as that of other pupils.

### The quality of teaching is good

- The quality of teaching is good and some is outstanding. This ensures pupils' good progress which is reflected in their work and in the school's data.
- Teaching in the Nursery and Reception classes is outstanding. This helps the children to settle very quickly into routines and to make particularly rapid progress in communication. The interesting activities promote children's enjoyment and curiosity across all the areas of learning.
- Reading is taught well to pupils of all ages. Activities and materials are adapted to enable pupils to use signs, symbols, video clips and photographs, as well as words, to make sense of what they are reading. They use these skills well, for example, to read and record their views in food technology and to check their own progress in lessons on the trampoline.
- In a French lesson in Years 5 and 6, outstanding teaching enabled all the pupils to read and speak in French and to say whether they liked the taste of different cheeses. The lesson moved at a fast pace and the teacher and teaching assistants ensured that every pupil was involved.
- Similarly outstanding teaching in an English lesson for Years 10 and 11 enabled all the pupils to write a letter. The work was very carefully planned to develop the skills of every pupil from very different starting points.
- In these lessons adults were also highly effective in calming pupils who became distressed. Consequently the lessons continued without interruption and the individuals concerned were sensitively drawn back into the activity.
- Where teaching is good, rather than outstanding, adults do not always make careful checks during the lesson on the pupils' progress or use this information to adjust the lesson, in order to

increase the rate of pupils' progress. In addition in the secondary department, some lessons are too long so that pupils' attention wanders and their progress slows.

- In a very few lessons the work set is the same for all pupils so that for some it is too easy and for others too hard.
- Teaching in the sixth form is good, particularly when it provides students with relevant and practical activities suited to their age group. These enhance their skills for the future, as well as securing their progress.
- All groups of pupils, including those who are less or more able and those known to be eligible for the pupil premium, are taught well. This secures the good progress of all groups of pupils, irrespective of their different special educational needs.

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

- Pupils behave well in most lessons. Adults manage their behaviour well and information kept by the school shows some significant improvements in the behaviour of those with more severe behavioural difficulties.
- Pupils are keen to come to school and to learn. This can be seen in the good attendance of most and in the way they hurry into school in the morning, aided by the friendly greetings from staff.
- Good behaviour is expected and pupils respond well to these expectations. For example, they move around the school very calmly and show pride in the building and its facilities.
- When pupils are less confident with unfamiliar people or situations the school's approach helps to overcome this and many pupils have made rapid progress in developing their social skills. This can be seen in lessons and during the weekly visits to the café.
- Pupils are eager to take on responsibilities. In particular, the school council is keen to seek the views of others and to be seen to make a difference to school life for all the pupils.
- The sensitive approach of adults and the tolerance of other pupils ensure that most outbursts, related to autism, are managed very well. Just occasionally, such outbursts trigger the distress or additional difficult behaviour of other pupils.
- Pupils who are able to express a view, say that they feel safe in school and know how to stay safe because they are taught about this.
- Pupils who met the inspectors said that they have never been bullied since joining Beverley School, adding that everyone there understands autism and the similarities and differences between people, for example in religion and culture. They are equally clear about the different forms of bullying and where they would go for help should they need it.

### **The leadership and management** are good

- Leadership and management are not yet outstanding, because leaders have not yet ensured that teaching and achievement are outstanding rather than good.
- The executive headteacher, supported by the deputy headteacher and assistant headteacher, has a very clear understanding of the school's strengths and areas for development. Together they have used this information well to maintain the good quality of teaching and pupils' good progress.
- This information is used to make sure that staff receive suitable training and that promotion and pay awards are only given when these are merited.
- However, other senior teachers are at an earlier stage of checking and developing the quality of teaching in their key stages. As a result, teachers are not always clear as to what exactly they need to do to improve the quality of their teaching to outstanding.
- Leadership in the Early Years Foundation Stage is outstanding and this has helped to maintain the outstanding teaching and children's outstanding progress since the previous inspection.

- The sixth form is led well, ensuring students' good progress and preparation for the next stage in their lives. Students have been involved well in deciding what facilities and activities they would like in the sixth form area to match their age and interests.
- The curriculum ensures pupils' good progress in reading, writing, communication and mathematics and in developing their social skills and confidence. It also provides them with varied activities and visits to extend their knowledge of the world.
- Adults foster good relationships which show pupils how to accept others. This gives all pupils an equal opportunity to participate in the life of the school.
- The school uses the pupil premium well to provide additional help where needed and to employ a parent support adviser. This supports communication between families and the school and parents who attended the café appreciated this. However, as highlighted by responses to the school's own survey, some parents consider that links between home and school could be improved. The school is taking action to achieve this.
- The expertise of the local authority has been used well to secure the services of the executive headteacher and to assist the school in developing its approaches to securing pupils' behaviour and safety. Safeguarding requirements are met.
- **The governance of the school:**
  - Members of the governing body have an accurate knowledge of pupils' progress, the quality of teaching and the links between teachers' performance and pay. They receive detailed reports from the executive headteacher. This has helped them to ensure that resources, including the pupil premium, are used to provide pupils with experiences of good quality so that they make good progress.

## 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>	111773
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	401198

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Of which, number on roll in sixth form</b>	27
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Race
<b>Headteacher</b>	Bernadette Knill
<b>Date of previous school inspection</b>	13 July 2010
<b>Telephone number</b>	01642 811350
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