

**Beverley Minster Church of England Voluntary Controlled Primary School**

St Giles's Croft  
Beverley  
North Humberside  
HU17 8LA

**Diocese of York**

East Riding LEA

SIAS inspection: November 29 2005

Previous S23 inspection: June 20-24 2000

URN: 117971

Headteacher: Mr. Clive Hyland

SIAS Inspector NS#147: Mr. Joe Buchan

**Context**

There are 510 pupils on roll. They come mainly from the immediate community. There is no significant level of economic deprivation.

The attainment of pupils on entry is usually well within or slightly above national expectations and in line with the Local Authority average.

**Summary Judgement**

The school is an outstandingly distinctive and effective church school. Its Christian foundation and values are explicit in documentation which is realised in practice.

**Established strengths**

- A strong Christian ethos
- Broad and challenging curriculum
- Links with Beverley Minster and other denominations
- The value given to R.E.

**Focus for development**

- Build on current good work in developing multi-cultural / multi-faith awareness to further extend experiences.
- Investigate the building of a larger hall which will enable more easily organised whole school acts of worship. Its extended use could further develop community involvement.

**How well does the school, through its distinctive Christian character, meet the needs of all learners?**

The school is outstanding in how, through its distinctive Christian character, it meets the needs of all learners. The school meets the needs of the whole child. Each one is valued as a unique creation, and as a result the children feel that everyone cares about them and will give practical help if needed. They speak of feeling safe and wanting to come to school and Year 6 representatives say, '....nobody feels left out'. Pupils are expected to achieve their potential, with careful monitoring of progress and excellent P.S.H.C.E. The school atmosphere is warm and welcoming. Relationships are exemplary. The Vision and Values statement makes explicit the Christian character of the school and permeates school life. Making the most of L.I.F.E. (Learning, Independence, Friendship and Excellence) guidance document gives a sound framework, understood and supported by all.

### **What is the impact of Collective Worship on the school community?**

The impact of collective worship on the school community is outstanding. The head teacher chose to be the co-ordinator which emphasises the importance of the role. Children speak confidently and articulately about how they learn about what is right and their ability to think about life. They have become aware of the needs of others as a result of their understanding of the spiritual and moral messages conveyed in collective worship. There is an exemplary balance in the forms of worship which gives opportunities both for quiet reflection and lively activities. At times the children are silent and contemplative. At other times they join enthusiastically in plays or action songs. Worship encourages the sense of a school Christian family. Children speak of it linking the school. They enjoy taking younger children into collective worship which can happen because timetabling is effective in enabling different age groups and single year groups to come together. This helps leaders in providing worship which meets the different levels of understanding. Lack of accommodation limits opportunities for the whole school to worship together. Worship is carefully planned and prepared for. In one observed act of worship the creation of atmosphere in a shared area was outstanding. The room was darkened and candles used to develop a calm, focussed air of reverence. The children were totally absorbed in the atmosphere. There is exemplary use of visiting faith leaders who have become familiar in the school. Staff are committed to the value of collective worship.

### **How effective is the Religious Education in the school?**

The effectiveness of religious education is outstanding. The newly appointed skilful and enthusiastic R.E. co-ordinator is building on the excellent work done by her predecessor. Of particular note is the place of R.E. in the County Creative Contexts project. It is accorded high status and well resourced with a carefully thought out development plan. This will ensure learners will continue to experience high quality lessons which benefit from any new curriculum improvements. Children speak enthusiastically about their work and can give a cogent explanation of its value. Year 6 representatives spoke powerfully about the need to learn about other beliefs in order to develop understanding between people. They enjoy the variety of ways they learn in R.E. which engages a variety of learning styles. Thoughtful answers given to questions, which required synthesis and evaluation of facts, indicate a deep subject knowledge. Very good use is made of visitors to show different views. Time is given for reflection and the school practice is to encourage thinking.

### **How effective are the leadership and management of the school as a church school?**

The leadership and management of the school as a church school are outstanding. The Christian purpose and the importance of links with the Minster are stated emphatically in documentation. The school and governors are united in supporting the Christian point of view in determining school issues. This is embedded in school practice which is based on applying Christian principles. As one foundation governor said, 'The school is full of love'. All governors meetings begin with a prayer. Foundation governors are a strength and their distinctive role is clear. The practice of having their own part of the Governors Annual report to parents is particularly effective in highlighting this. As well as worship and R.E. they play a full role in all aspects of school life, e.g. as governor with responsibility for Mathematics. Staff feel highly valued, and this is deserved. Purposeful leadership has ensured the implementation of the recommendations of the last Section 23 report. This response has further enhanced the high quality of its role as a Church school.

SIAS NOVEMBER 2005 Beverley Minster CE VC Primary School, North Humberside HU17 8LA