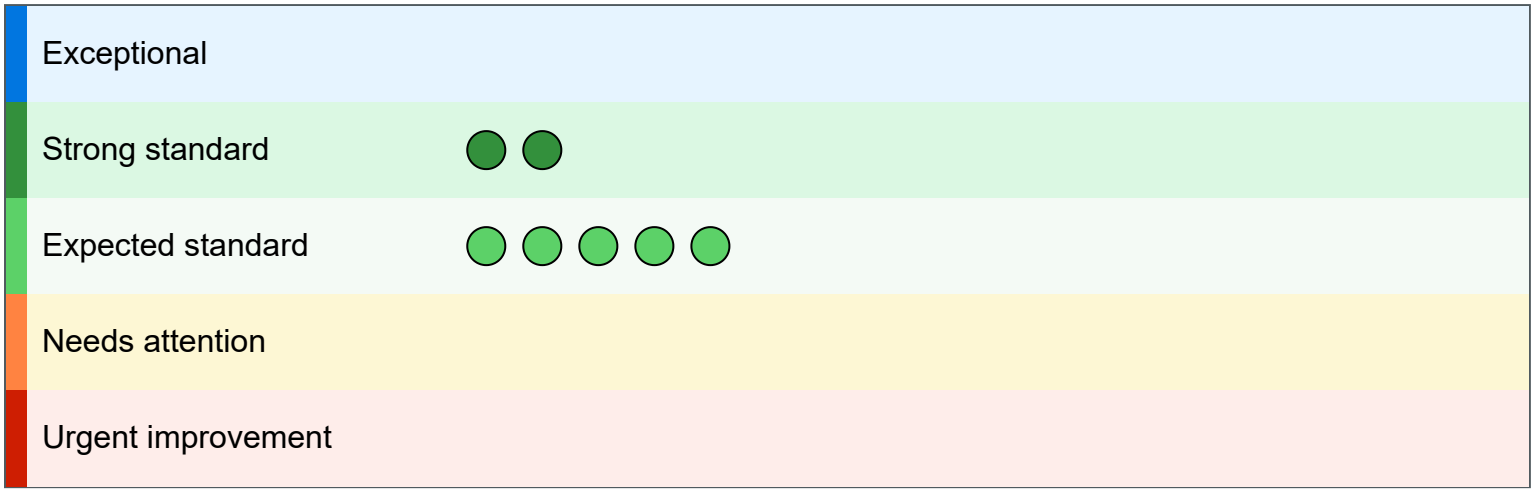
Beverley High School

Address: Norwood, Beverley, HU17 9EX

Unique reference number (URN): 118072

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Leaders and staff know pupils well and create an environment where all pupils belong. They use a range of information to identify pupils' needs effectively. Teachers receive high-quality training to develop their use of effective strategies that reduce barriers to learning, including for pupils with special educational needs and/or disabilities (SEND). They use these to plan lessons so that pupils can successfully take part and make progress. As a result, most pupils with SEND, disadvantaged pupils and other pupils with barriers to their learning and/or wellbeing achieve well.

Leaders use targeted support to help pupils develop key skills. These include communication, writing, reading and mathematics. Leaders act swiftly to implement additional support so that pupils' gaps in learning are closed quickly. As a result, the number of pupils achieving grades 4 and above in English and mathematics at the end of Year 11 has significantly increased.

Leaders work closely with external professionals and parents and carers to gather information about the support that individual pupils require. They establish effective approaches to help individual pupils and groups. For example, support within the learning resource centre and 'Wellbeing' enable pupils to thrive.

Leaders use additional pupil funding appropriately to help disadvantaged pupils access different opportunities and succeed. For post-16 students, funding is used to provide bursaries and enable pupils to access wider experiences.

Personal development and wellbeing

Strong standard

Pupils benefit from a personal development programme that helps them grow as confident, responsible and thoughtful young people. Leaders think carefully about the knowledge pupils need to live safe, healthy and fulfilling lives. They organise this learning across tutor time, assemblies, dedicated teaching time and wider activities so that pupils revisit important ideas as they get older. Leaders ensure that all pupils have access to the programme, including pupils who have barriers to their learning and/or wellbeing.

Pupils learn how to stay safe. They understand about offline and online risks. Staff handle sensitive topics with care. Pupils say they feel able to ask questions and take part in discussions. Leaders ensure that pupils receive age-appropriate lessons on relationships and sex education. Pupils speak about healthy relationships confidently.

Leaders place great importance on pupils' character and wellbeing. Pupils understand the importance of the school's values. They develop detailed understanding of the law in relation to how people's differences are protected and the fundamental British values. They develop strong social skills and learn to reflect thoughtfully on ethical issues and their role in the wider community.

Pupils value the high-quality pastoral and wellbeing support in the school. Pastoral staff work closely with both the inclusion and safeguarding teams to ensure that pupils are safe

and happy.

Pupils enjoy a wide range of sports, arts, cultural and academic clubs as well as many leadership opportunities. Leaders encourage and support all pupils to take part. Leaders remove barriers to participation, including those faced by disadvantaged pupils. Many pupils develop new interests and skills and value the sense of belonging that comes from joining in.

Careers education and guidance are comprehensive. Pupils learn about different pathways from Year 7 onwards, including apprenticeships, university routes and employment. They receive impartial guidance, complete work experience placements and benefit from the school's own careers fair with over 60 local career representatives attending. Pupils are very well prepared for their next steps.

Expected standard

Achievement

Expected standard

Pupils achieve well across the curriculum. They build their knowledge in each subject and most perform well in national examinations. Pupils across the school produce work of high quality. They talk confidently about what they have learned and how their teachers help them improve.

Leaders ensure that pupils with barriers to learning and/or wellbeing receive the support they need to develop their knowledge, skills and understanding. Overall, disadvantaged pupils attain in line with those of disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities achieve well from their starting points.

Leaders identify pupils who have gaps in their reading, writing and mathematics knowledge. Staff who support these pupils to catch up have the expertise they need to make a positive difference. As a result, pupils are closing the gaps they have quickly.

Pupils are well prepared for their next steps in education, employment or training and progress on to successful destinations.

Attendance and behaviour

Expected standard

The overall attendance of pupils is in line with national averages. Attendance is improving for pupils with special educational needs and/or disabilities and disadvantaged pupils. While regular attendance is increasing across groups of pupils, including for disadvantaged pupils, individualised support has yet to improve attendance for all remaining pupils.

Behaviour in lessons and around the school is excellent. Pupils are polite and respectful towards staff and each other. They understand the school's routines and follow them. There is a clear and coherent approach to behaviour, built around positive relationships and emotional regulation. Pupils say that bullying or the use of derogatory language is rare. They trust adults to deal efficiently with any worries or concerns they have. Classrooms are

purposeful, with no low-level disruption. Pupils show dedication to learning, self-discipline and pride in their work. As a result, suspensions are rare and significantly lower than national figures.

Leaders establish a deeply respectful culture rooted in the school's values, which pupils understand and apply daily.

Curriculum and teaching

Expected standard

Leaders plan an ambitious curriculum that helps pupils build their knowledge and skills over time. Leaders think carefully about what pupils need to learn and when they need to learn it. This ensures that pupils revisit important ideas to reinforce their understanding.

Teachers use subject-specific language effectively to develop pupils' knowledge. Activities at the start of lessons help pupils recall their prior learning. Teachers explain new concepts clearly. They use effective resources that help pupils connect new learning to what they already know. Teachers usually check that pupils understand and can remember what they have been taught. This enables teachers to identify and correct misconceptions or gaps in pupils' knowledge. However, there is some inconsistency in the delivery of high-quality teaching that enables pupils to fully learn the intended curriculum.

Teachers use a range of strategies to ensure that all pupils have access to learning. This includes for pupils with special educational needs and/or disabilities, disadvantaged pupils and other pupils who have barriers to their learning and/or wellbeing. Support staff work closely with teachers to provide the right help in lessons.

Leaders place a strong emphasis on pupils' development of communication, literacy and numeracy. Pupils who have gaps in key learning benefit from interventions led by staff with the right expertise to help pupils to catch up.

Leadership and governance

Expected standard

Leaders are deeply committed to Beverley High School and its community. This is reflected in the inclusive culture of the school. Leaders have a clear vision, deeply rooted in an ethos of, 'inspiring individuals with a love of learning'. Governors and leaders understand the school's strengths and areas that they consider need improving. Leaders build effective partnerships with parents and carers.

Governors have a precise and robust understanding of the school. They actively engage in formal and informal school activities and carry out their statutory duties effectively. Governors' use their knowledge and experience to ensure that resources are used effectively. This includes overseeing the appropriate use of the pupil premium fund to provide opportunities so that disadvantaged pupils have a positive educational experience. Governors proactively engage with parents. They attend events such as parents' evenings, trips, award ceremonies and the annual carol concert. Leaders and governors seek parents', pupils' and staff's views regularly. They swiftly act on any concerns or suggestions.

Staff feel valued and are proud to work at the school. Leaders think about staff's workload and wellbeing carefully. Leaders create a sense of community, where staff share a mutual

desire to do all they can to improve the life chances of their pupils. Staff benefit from tailored professional learning and welcome the opportunities to further develop. Teachers new to the profession receive effective support.

Leaders demonstrate consistently high standards of principled and professional conduct. They always act in the best interests of pupils.

Post-16 provision

Expected standard

Leaders create a highly inclusive post-16 provision that is shared with a local boys' school. There is a well-considered programme to enhance and enrich students' academic learning and further develop their independence. Students value the care and support they receive from staff. In return, they are keen to make an active contribution to the school and act as positive role models to younger pupils. Students are proud of how the leadership roles they undertake benefit the school community.

Leaders ensure that the curriculum meets the needs of students effectively, including those with special educational needs and/or disabilities and students with barriers to their learning and/or wellbeing. Teachers have secure subject knowledge. They provide clear explanations and well-chosen resources to support students to understand new concepts. Teachers provide additional support when needed so that all pupils can access the learning. As a result, most students achieve well and in line with their peers nationally.

Students receive a careers programme that supports them to reflect on how to meet their aspirations. Students secure places at a wide range of universities, apprenticeships or employment. They leave the sixth form confident, mature and well prepared for adult life.

What it's like to be a pupil at this school

Pupils feel a strong sense of belonging at Beverley High School. This is evident in the positive relationships they have with staff and with each other. Pupils feel safe and know who to talk to if they have any concerns. They act maturely and value their education. Bullying rarely happens. When it does occur, pupils say that adults deal with it promptly and properly. Staff look after pupils well.

Leaders accurately identify pupils' needs. They ensure that pupils who have barriers to their learning and/or wellbeing have access to the support they need. This includes provision within the school's learning resource centre and 'Wellbeing', where a range of specialist support is provided.

Pupils enjoy their learning and take pride in their work. Teachers explain new ideas clearly and help pupils to talk through their thinking. Pupils value the extra help teachers give them when they find learning difficult. This means they build the knowledge and skills that they need to achieve well.

Pupils play an active role in the school community. They relish the leadership opportunities available. These include being a head of house or a school ambassador. All pupils from Year

7 to Year 11 take part in house-based competitions, trips and charity work. The house system strengthens their sense of belonging and identity. Pupils enjoy receiving rewards and praise. They are proud to make a difference.

Pupils enjoy the many opportunities to develop beyond lessons. Many take part in the varied sporting and creative clubs and events that the school offers. The recent production of 'Around the World in 80 Days' is a source of pride for staff and pupils alike, as are the many sporting successes. Leaders successfully remove barriers that might prevent pupils from taking part.

Pupils receive clear guidance and support about employment, apprenticeships and further education. Pupils leave school extremely well prepared for their ambitious next steps and as active, engaged citizens.

Next steps

- Leaders should ensure that the curriculum is taught consistently well so that highly effective teaching is embedded across all subjects and year groups.
- Leaders should ensure that they continue to close the attainment gap for disadvantaged pupils so that they attain in line with their peers.
- Leaders should ensure that their attendance strategy is fully embedded and effective in continuing to improve overall attendance, particularly for disadvantaged pupils.
- Leaders should continue to implement strategies to raise attainment at post-16 for pupils who enter the sixth form with lower prior attainment.

About this inspection

The chair of the board of governors in this school is Mr John Dunning.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on Tuesday 29 and Wednesday 30 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with senior leaders, the local authority improvement partner, a range of pupils and staff, and members of the governing board.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Mrs Sharon Japp

Lead inspector:
Ruth Craven, His Majesty's Inspector

Team inspectors:
Matthew West, Ofsted Inspector
James Franklin-Smith, Ofsted Inspector
Steve Shaw, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

821
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

950
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

21.61%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

2.31%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

9.99%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	50.3%	45.4%	Close to average
2023/24 (final)	54.8%	45.9%	Close to average
2022/23 (final)	61.5%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	50.1	46.1	Close to average
2023/24 (final)	49.1	45.9	Close to average
2022/23 (final)	55.6	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.14	-0.03	Close to average
2022/23 (final)	0.33	-0.03	Above
2021/22 (final)	0.22	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	20.7%	25.8%	Close to average
2023/24 (final)	15.2%	25.8%	Below
2022/23 (final)	36.8%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	38.9	34.9	Close to average
2023/24 (final)	33.7	34.6	Close to average
2022/23 (final)	43.3	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.63	-0.57	Close to average
2022/23 (final)	-0.54	-0.57	Close to average
2021/22 (final)	-0.86	-0.55	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	20.7%	53.1%	-32.5 pp
2023/24 (final)	15.2%	53.1%	-38.0 pp
2022/23 (final)	36.8%	52.4%	-15.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	38.9	50.4	-11.6

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	33.7	50.0	-16.3
2022/23 (final)	43.3	50.3	-7.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.63	0.16	-0.79
2022/23 (final)	-0.54	0.17	-0.71
2021/22 (final)	-0.86	0.15	-1.02

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	95%	92%	Average
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	97%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	34.19	35.00	Close to average
2023/24 (final)	34.44	34.38	Close to average
2022/23 (final)	36.28	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.2	0.0	Below
2023/24 (revised)	-0.2	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	8.6%	7.8%	Close to average
2024/25 (3 term)	8.1%	8.4%	Close to average
2023/24 (3 term)	8.7%	8.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	24.3%	21.5%	Close to average
2024/25 (3 term)	23.2%	23.4%	Close to average
2023/24 (3 term)	25.1%	25.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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