

Beverley Grammar School

Address: Queensgate, Beverley, HU17 8NF

Unique reference number (URN): 136995

Inspection report: 20 January 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ 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 ●

Attendance and behaviour

Strong standard ●

The inclusive ethos of the school ensures that pupils enjoy coming here. Their attendance is high. This is particularly the case for pupils with special educational needs and/or disabilities (SEND). The attendance of pupils with SEND is significantly higher than that of their peers nationally. The attendance of all pupils, including those who are disadvantaged, is also above that of other pupils nationally. Leaders achieve this through the consistent use of a rigorous and highly effective attendance strategy. They quickly identify pupils who struggle with their attendance and offer bespoke support so that pupils attend regularly.

Pupils' behaviour is highly positive. Leaders have established a culture and ethos that is highly conducive to learning. Pupils are motivated to learn and participate in all aspects of school life. They are polite, respectful and supportive of each other. Leaders have high expectations for pupils' behaviour. Pupils and staff understand the behaviour system and it is implemented consistently effectively. If bullying occurs, it is quickly dealt with by the school. Leaders offer well considered and effective support for pupils, who struggle with their behaviour. Older pupils, including those in post-16, are positive role models for their peers.

Inclusion

Strong standard ●

The school fosters a highly inclusive environment, where pupils achieve their potential. Leaders ensure that pupils who need additional help at school are identified early and effectively supported. This includes pupils who are part of the 'adaptive group', whose progress is monitored closely to check if they need additional support.

The school's highly effective 'learning zone' is central to the support that pupils with special educational needs and/or disabilities (SEND) receive. Here, pupils with an education, health and care plan also receive personalised input to meet their individual needs. A wide range of additional help, including with social skills, paired reading and spelling sessions, help pupils succeed from their starting points. Consequently, pupils with SEND achieve well.

Leaders provide comprehensive advice and training to continually enhance teachers' expertise to support pupils with SEND. They also make sure that parents and carers are fully involved in shaping individual plans, which are adjusted and tweaked regularly. Pupils and parents value this partnership.

Disadvantaged pupils learn well. Leaders ensure the school's additional funding is strategically planned and monitored to benefit pupils. Leaders work with external agencies well. Adults work together so that pupils known to social care, and those with other notable vulnerabilities, are extremely well cared for.

Personal development and wellbeing

Strong standard ●

Leaders want all pupils to develop their confidence, ambition, resilience and empathy during their time at school and to ensure that staff and pupils 'care'. They are highly successful in this ambition. The personal development programme is pivotal to this.

Leaders place a high priority on ensuring that pupils develop into mature, well-rounded individuals. Pupils are encouraged to reflect on their beliefs and experiences, demonstrate respect for others' values and understand right and wrong. They speak thoughtfully and knowledgeably about ethical issues covered through the personal development programme, tutor time and wider experiences. There is an extensive range of leadership opportunities and extra-curricular activities, which help pupils to develop socially. Sixth-form students are role models for younger pupils.

The curriculum is enriched through trips and activities, including visits to Auschwitz, the French exchange and science competitions. A range of clubs, such as chess, debating, drama and the brass ensemble, promote pupils' talents and hobbies. The school has a long and highly successful tradition in sports. Participation is monitored carefully and leaders make sure that all pupils have opportunities to get involved.

The personal development programme is very well-organised, age-appropriate and responsive to pupils' individual needs. This includes relationships, sex and health education, which equips pupils with knowledge about healthy relationships and both online and offline risks. The programme is delivered effectively through specialist teaching, drop-down days and tutor sessions. The 'civics' programme helps Year 7 pupils to move successfully from primary to secondary school.

Careers education is comprehensive across all year groups. Meaningful employer encounters, high-quality work experience and strong external partnerships prepare pupils well for future pathways. The programme is under constant review to improve it further. Vulnerable pupils receive specialist advice to help them with their next steps after school. Pupils leave with firm plans for the future.

Expected standard

Achievement

Expected standard

Pupils, including pupils with special educational needs and/or disabilities, typically achieve well. Disadvantaged pupils now achieve better than they did in the past. This means that the attainment gap between these pupils and their peers is narrowing within school. Disadvantaged pupils achieve better than their disadvantaged peers nationally. Pupils generally produce a high quality of work in lessons. Most pupils can clearly articulate their learning.

Pupils develop the skills and knowledge they need to move on to their next stages of education. A high proportion of pupils move on to further education, employment or training at the end of Year 11.

In the sixth form, students' achievement is variable. Some students do not make the progress that would be expected compared to their peers nationally. However, most

students achieve the necessary qualifications to ensure they are prepared for the next stage of their education. The majority of students move on to appropriate destinations.

Curriculum and teaching

Expected standard 

The curriculum is broad and balanced. What pupils are expected to learn is clearly defined, logical and builds progressively step by step. Teachers have secure subject knowledge. They use this well to spot and address misconceptions and help pupils to develop their understanding. In the sixth form, teachers use their subject knowledge to challenge students academically. Pupils can study a wide variety of subjects in Years 10 and Year 11, both academic and vocational. Languages have a high priority.

Leaders routinely monitor the curriculum to ensure that it is delivered effectively. They have used this information to develop specific 'principles' to enhance teaching. These principles are effective in helping pupils to learn well and remember subject knowledge. Most teaching applies these principles effectively. However, where it does not, pupils do not learn as well.

The needs of vulnerable pupils, including those with special educational needs and/or disabilities, are well known and met effectively by teachers. Leaders know which pupils need to improve their foundational knowledge. They provide effective support for these pupils to catch up with their peers.

Leadership and governance

Expected standard 

The interests of pupils and their families are at the forefront of all decisions made by leaders and staff. Leaders ensure that all pupils are known as individuals. They make sure that staff meet the needs of all pupils, particularly pupils with special educational needs and/or disabilities and those who are disadvantaged.

Leaders, including those with responsibility for governance, have an accurate view of the school's strengths and areas for improvement. Leaders have improved the quality of teaching across the school. However, there is more work to do to ensure that teachers apply their chosen pedagogical strategy consistently and effectively. Leaders have also rightly prioritised improvements to post-16 provision this year. The positive impact of this work is evident, particularly in the quality of the curriculum in subjects, such as history and science.

Leaders are positive role models within the school. They have high expectations for all staff and pupils. These high expectations ensure a positive experience for pupils in all areas of their education here. Trustees have a clear oversight of their statutory responsibilities. They know the school very well. Staff, including those in the early stages of their career in teaching, feel well supported. Staff are proud to work at the school. Leaders consider staff workload and wellbeing in their decision-making. They are committed to the professional development of staff, who value these opportunities to develop their skills and knowledge.

Post 16 provision

Expected standard 

The post-16 provision, delivered in partnership with the local girls' school, offers an entirely academic pathway designed to suit the local context. Students demonstrate a thorough

knowledge of the curriculum in most subjects. Many students achieve positive outcomes but the progress that students make is less than their peers nationally. Students' achievement in the sixth form is variable. Leaders are addressing this purposefully. They are making improvements to the quality of the curriculum. Their work is making a positive impact.

Students access a well-structured personal development offer. They benefit from weekly enrichment activities that range from sporting clubs to charitable activities. Students participate in leadership courses, enrichment opportunities and a range of trips. These include trips to the Houses of Parliament, to Germany and participating in the Duke of Edinburgh's award. These opportunities help to prepare students for adulthood. Students enjoy their time in the sixth form.

Leaders ensure that students access high-quality careers advice and guidance. This includes engagement with local employers and visits to universities. Students are well prepared for their next steps into employment or on to further studies.

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

Beverley Grammar is a warm and welcoming place. Pupils enjoy coming to school and feel safe here. They value the positive relationships they have with staff and appreciate the support they receive to help them succeed in all areas of their school life.

Inclusion is central to the school's enduring success. Pupils who may have additional needs are quickly identified. Staff know each pupil's individual needs very well. This allows leaders to offer carefully tailored support to help pupils to thrive. The bespoke support provided in the school's 'learning zone' is highly effective at helping address any barriers for vulnerable pupils.

Pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, generally achieve well at the school. This is reflected in published outcomes, which are close to national averages. The achievement of pupils in post-16 is variable. Many students achieve positive outcomes, but the progress that some students make is below the national average. The highly effective careers programme ensures that pupils and students are well prepared for their next steps in education. Leaders ensure that all pupils and students take part in work experience that is linked to their career aspirations.

Pupils access a well-considered personal development programme. They appreciate the opportunity to extend their talents and interests through the extensive extra-curricular offer, including in sports, music and chess.

Pupils' behaviour in lessons is highly positive. They are motivated and actively participate in all aspects of their learning. Staff deal with the rare incidents of bullying swiftly and effectively. Pupils are polite and respectful to each other and to adults in the school. They appreciate rewards they receive for displaying the school values of 'confidence, ambition, resilience and empathy'.

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 students in the sixth form consistently achieve well and make progress that is in line with or above that of their peers nationally.
 - Leaders should ensure that disadvantaged pupils continue to close the attainment gap with their peers within the school.
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About this inspection

The school is a single academy trust.

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

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

Inspectors spoke with the headteacher, the chair of the trust and 5 trustees.

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 school makes use of one alternative provision.

Headteacher : Gavin Chappell

Lead inspector:

Chris Sergeant, His Majesty's Inspector

Team inspectors:

Vicky Callaghan, Ofsted Inspector

James Franklin-Smith, Ofsted Inspector

Michael Wardle, His Majesty's Inspector

Erica Hiorns, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 20 January 2026

School and pupil context

Total pupils

802

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: 1,067

School capacity

920

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: 1,153

Pupils eligible for free school meals (FSM)

19.50%

Below average

What does this mean?

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

National average: 28.9%

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

5.99%

Well above 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: 3.09%

Pupils with special educational needs (SEN) support

10.60%

Below average

What does this mean?

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

National average: 13.4%

Location deprivation

Well below 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 (provisional)	48.6%	45.2%	Close to average
2023/24 (final)	53.2%	45.9%	Close to average
2022/23 (final)	62.2%	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 (provisional)	46.1	45.9	Close to average
2023/24 (final)	50.3	45.9	Close to average
2022/23 (final)	51.7	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)	0.13	-0.03	Close to average
2022/23 (final)	0.14	-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 (provisional)	25.0%	25.6%	Close to average
2023/24 (final)	23.1%	25.8%	Close to average
2022/23 (final)	40.0%	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 (provisional)	35.7	34.9	Close to average
2023/24 (final)	32.6	34.6	Close to average
2022/23 (final)	41.5	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)	-1.32	-0.57	Below
2022/23 (final)	-1.01	-0.57	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 (provisional)	25.0%	52.8%	-27.8 pp
2023/24 (final)	23.1%	53.1%	-30.1 pp
2022/23 (final)	40.0%	52.4%	-12.4 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 (provisional)	35.7	50.3	-14.6
2023/24 (final)	32.6	50.0	-17.4
2022/23 (final)	41.5	50.3	-8.8

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)	-1.32	0.16	-1.48
2022/23 (final)	-1.01	0.17	-1.17

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 (provisional)	98%	91%	Above
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	98%	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 (revised)	32.39	34.99	Close to average
2023/24 (final)	32.08	34.38	Close to average
2022/23 (final)	32.57	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 (revised)	-0.4	0.0	Below
2023/24 (revised)	-0.5	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
2024/25 (2 term)	7.1%	8.1%	Close to average
2023/24 (3 term)	7.1%	8.9%	Below
2022/23 (3 term)	7.3%	9.0%	Below

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
2024/25 (2 term)	19.0%	21.9%	Close to average
2023/24 (3 term)	21.9%	25.6%	Close to average
2022/23 (3 term)	21.3%	26.5%	Below

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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