

# St Bede's Roman Catholic Voluntary Aided Primary School, Sacriston

Front Street, Sacriston, Durham, DH7 6AB

## Inspection dates

10–11 December 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Leadership and management      |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Achievement of pupils          |                      | Good        | 2        |
| Early years provision          |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, governors and all staff have successfully worked together to ensure that the quality of teaching and pupils' achievement continue to improve at St Bede's.
- The school knows its strengths and weaknesses well and has a clear view of how to improve even further. Pupils enjoy learning, parents are proud of the school and staff feel valued. Consequently, the school is well placed to achieve its goals.
- Pupils behave well. They respect and are kind to each other, to staff and to visitors. They feel very safe in school.
- Pupils respond well to the good teaching they receive. They are given interesting tasks by knowledgeable teachers who manage their classes well.
- Children join the school with skills which are often below those typical for their age, particularly in literacy and personal development. They quickly become confident learners and make good progress in the early years.
- Good progress continues for all pupils, including the high proportion who join the school part-way through their primary education, as they move through the school. At the end of Year 6 pupils' attainment is broadly average in English and mathematics.
- The curriculum is very broad and is greatly enriched by a wealth of trips and visits, clubs, sporting opportunities and close links with the church and local community. This ensures pupils' spiritual, moral, social and cultural awareness is well developed. They are suitably prepared both for the next stage of their education and for life in modern Britain.

### It is not yet an outstanding school because

- Pupils are not consistently given clear advice through teachers' marking on how to take the next steps in their learning.
- At times, pupils are not moved on quickly enough to the next task as soon as they are ready.

## **Information about this inspection**

- The inspector observed nine lessons being taught to full classes and smaller groups of pupils of all ages and in a range of subjects including mathematics and English. The headteacher and the inspector made several shorter joint visits to classrooms. The inspector listened to pupils read.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- The inspector observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Twenty-four responses to the online questionnaire, 'Parent View', were considered as well as those from the school's own detailed parental survey and from school staff.

## **Inspection team**

Ann Ashdown, Lead inspector

Additional Inspector

## **Full report**

### **Information about this school**

- This is a well below average-sized primary school.
- The proportion of disabled students and those who have special educational needs is well-above average.
- The proportion of pupils who are disadvantaged and so eligible for the pupil premium is similar to that found nationally. The pupil premium is additional funding for pupils eligible for free school meals and those in the care of the local authority.
- Most pupils are White British.
- A well-above average proportion of pupils join and leave the school part-way through their primary education.
- Pupils in Key Stage 1 and Key Stage 2 are taught in three mixed-age classes. Those in the early years attend school full time and are taught in a Reception Class.
- The on-site child care, 'St Bede's Playgroup', is not managed by the governing body and has its own inspection report, which is available on the Ofsted website.

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

- Improve teaching and further accelerate pupils' progress by:
  - ensuring teachers' marking consistently gives pupils clear advice about the next steps they need to take to improve their learning
  - moving pupils on quickly to new learning as soon as they are ready.

## Inspection judgements

### The leadership and management

are good

- The determined leadership of the headteacher has been instrumental in bringing about school improvement and creating a climate in which good teaching and good behaviour flourish. The correct priorities for improvement are quickly identified following accurate self-evaluation of the school's work. Actions are precise and effective ensuring the school is in a good position to improve.
- The performance of staff is managed well. Staff have access to good training to improve their skills. They feel that their views are valued and, consequently, morale is high.
- Middle leaders are effective managers. They monitor the work of their areas of responsibility carefully. In this small school all staff work as a close-knit team and share their expertise to ensure pupils make good progress in all areas of the curriculum.
- The headteacher is very receptive to the opinions of parents and to the good advice given by the local authority. She also embraces good practice seen in and shared with partner schools. These very productive partnerships add to the school's own capacity to improve even further.
- Discussions with partner schools and with parents have been valuable in helping the school develop new ways of assessing and reporting on pupils' attainment following the removal of National Curriculum levels.
- All pupils have equal opportunities to succeed and discrimination of any kind is not tolerated. Pupil premium funding is wisely spent so that disadvantaged pupils are now making the same good progress as their peers.
- Sports funding is also used effectively to give pupils expert coaching and the chance to participate in new sports such as golf and archery. Teachers benefit from observing these experts and so improve their own skills. This allows pupils to develop healthy lifestyles and to perform to the highest level of which they are capable.
- The broad curriculum is a strength of the school. It allows pupils to develop good basic skills in literacy and numeracy and very successfully raises their spiritual, moral, social and cultural awareness. A wealth of visits to places as far apart as the Houses of Parliament and a local mosque extend pupils' understanding both of other cultures and of their role as future citizens in modern Britain.
- Safeguarding arrangements meet requirements. Staff are well trained and are fully aware of, for example, child protection and risk assessment procedures.
- **The governance of the school:**
  - Governors monitor the school's work carefully and, consequently, are well informed and able to ask challenging questions. They are kept well informed by the headteacher about the school's performance data. They are clear about the quality of teaching and how good teachers are rewarded and weaknesses tackled. Finances are managed well and resources used effectively. Governors hold the school to account for the use of extra funding such as the pupil premium and are aware of the impact this is having on the achievement of disadvantaged pupils.

### The behaviour and safety of pupils

are good

#### Behaviour

- The behaviour of pupils is good. Pupils behave very sensibly around the school, in the dining hall and in the school yard. They are keenly aware of the needs of others and older pupils take their responsibilities as buddies and friends to younger pupils and those new to the school very seriously.
- Pupils have good attitudes to learning and are keen to succeed. In class, they answer questions readily and work in their books is usually neat and well presented. A very few pupils begin to lose interest if they are not moved on quickly enough to the next task.
- Pupils show their concern for others by taking part in a wealth of fundraising activities. They have a keen awareness of the needs of those in other countries but also make sure that no one in their own community is forgotten by making cards for housebound and older people at Christmas.
- Attendance is above average. Pupils arrive punctually to school. They wear their uniform with pride and arrive at school ready to learn.
- Records show that there are few incidents of challenging behaviour and that these are dealt with swiftly and effectively. Exclusions are very rare.

## Safety

- The school's work to keep pupils safe and secure is good. School routines ensure that pupils are kept safe, for example, when arriving and leaving school. Pupils say they feel safe in school. Parents also feel that the school keeps their children safe and are pleased with the education it provides. Pupils are aware that there are different types of bullying but are confident that should this happen in school it will quickly be sorted out.
- Pupils have a good awareness of how to keep themselves safe, for example when using the internet. They have a sensible attitude to risk taking and are well informed about the dangers of, for example, drug and alcohol abuse.

## The quality of teaching

is good

- Work in pupils' books shows that they make good progress and achieve well as a result of the good teaching they receive. Pupils are proud of their achievements and enjoy learning because they are given a range of varied tasks which capture their interest. For example, pupils in Years 3 and 4 were keen to show off their good writing skills in well presented projects on Greek gods whilst younger pupils wrote clear instructions for making a snowflake.
- Teaching of reading is effective and most pupils are confident readers. They are given good opportunities to read aloud in class, in assemblies and in church. A wide range of books are provided and pupils enjoy reading for pleasure.
- Teachers ensure that pupils' mathematical skills are developed well and they have ample chances to apply them to solve problems. For example, they gain a good understanding of fractions by working out how many chunks made up the whole and parts of the chocolate bar.
- Pupils write confidently because they are given a good range of opportunities to write at length and teachers have high expectation of correct spelling and punctuation. Pupils' moral and social awareness is developed well in lessons. A moving account of the Christmas truce provided the stimulus for older pupils to sensitively and perceptively explore the thoughts and feelings of soldiers in the First World War.
- Knowledgeable teaching, perceptive questioning and well planned lessons all help to extend pupils skills and understanding. Good support in lessons from teachers and teaching assistants for the most able pupils and those who are disabled and have special educational needs ensure they all make good progress from their different starting points.
- Occasionally, pupils' pace of learning slows when they are not moved on quickly enough to the next challenging task and spend time repeating work they already understand.
- Teachers' marking is thorough and often of high quality. However, this good practice is not yet consistent across the school and sometimes pupils are not given clear pointers for improving their work and taking the next steps in their learning.

## The achievement of pupils

is good

- From starting points which, although very variable, are often below those typical for their age, pupils achieve well as they move through the school. Work in pupils' books, that displayed on walls and the school's own, detailed tracking system all confirm the good progress pupils make.
- Pupils' attainment in tests at the end of Year 2 and Year 6 varies widely from year to year as numbers of pupils in each year group are very small. High proportions of pupils have often joined the school recently and large numbers are identified as disabled and have special educational needs. In recent tests, attainment for all pupils at the end of Year 6 was broadly average overall although stronger in reading than in writing and mathematics. However, for pupils who had been in the school for the whole of Years 5 and 6, attainment was above average. Year 2 pupils' attainment in tests in 2014 was above average.
- Pupil premium funding is spent wisely on small group and one-to-one tuition and on ensuring all pupils have equal access to trips, visits and other enrichment activities which the school provides. Consequently, disadvantaged pupils currently make the same good progress as non-disadvantaged pupils. The numbers of disadvantaged pupils who took recent national tests are so small that their attainment cannot be reliably reported in detail.
- Disabled pupils and those who have special educational needs achieve well and make good progress from their various starting points. Their needs are fully met and they receive constructive individual help, both in class and in small groups, which is carefully matched to their needs.

- The most able pupils make good progress and achieve well because they receive challenging work both in lessons and for homework. Year 6 pupils receive extra help, for example in mathematics, to help them reach the higher Levels 5 and 6 in national tests.

### **The early years provision**

**is good**

- Children join the Reception class with skills which are often below those typical for their age, particularly in reading, writing and personal development. They quickly settle into school routines, grow in confidence and make good progress. Most children reach a good level of development by the end of the year and are equipped with the skills needed to succeed in Year 1.
- The Reception classroom provides a very stimulating environment for learning. Good teaching ensures children develop a sound understanding of phonics (the sounds that letters make) so their early reading and writing skills develop well. Children enjoy choosing from a range of well planned, structured and interesting activities. During the inspection 'Santa's workshop' was particularly busy as children, suitably dressed as Santa, Mrs Santa, reindeers and elves, developed a range of skills by writing letters, wrapping parcels and even telephoning the North Pole.
- Children behave well. Most listen to instructions carefully, concentrate on the task in hand, share and take turns. They are kept very safe by suitably trained staff who are well aware of children's individual needs.
- The early years is well led and managed. Staff and resources are deployed effectively to ensure all children, including those who need extra help, achieve well. Children's progress is assessed regularly. Parents are successfully encouraged to support their children's learning, so most regularly listen to their children read.

## 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> | 114243 |
| <b>Local authority</b>         | Durham |
| <b>Inspection number</b>       | 448765 |

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

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| <b>Type of school</b>                      | Primary                                  |
| <b>School category</b>                     | Voluntary aided                          |
| <b>Age range of pupils</b>                 | 5–11                                     |
| <b>Gender of pupils</b>                    | Mixed                                    |
| <b>Number of pupils on the school roll</b> | 88                                       |
| <b>Appropriate authority</b>               | The governing body                       |
| <b>Chair</b>                               | Mary Maplesden                           |
| <b>Headteacher</b>                         | Louise Keenan                            |
| <b>Date of previous school inspection</b>  | 8 December 2009                          |
| <b>Telephone number</b>                    | 0191 371 0272                            |
| <b>Fax number</b>                          | Not applicable                           |
| <b>Email address</b>                       | St.bedes.rc.sacriston@durhamlearning.net |



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