

# Inspection of St Marys Roman Catholic Primary School Aided

Farrington Road, Cullercoats, North Shields, Tyne and Wear NE30 3EY

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Inspection dates: 10–11 March 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in April 2015 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

## **What is it like to attend this school?**

This is a warm, welcoming and friendly school. Pupils are happy and feel part of the 'school family'. Staff know pupils well. Their care and nurture ensure that pupils are safe and that they thrive.

Leaders, staff and governors want the best for pupils. They consider the curriculum carefully to ensure it meets pupils' needs. For example, they have strengthened the teaching of reading and phonics. Leaders' review of the teaching of physical education (PE) has improved teaching in this subject. Pupils are developing their PE skills well and can explain their learning articulately.

Pupils behave well. They cooperate in lessons or apply themselves to individual tasks. At playtimes and lunchtimes, they get on well with one another. Pupils' manners are exemplary. They are very polite and respectful. Almost all the pupils we spoke to believed that there is no bullying. They were confident that staff support them if they have any concerns or anxieties.

Personal development is a particular school strength. Pupils enjoy a wide range of opportunities to foster their confidence, resilience and self-esteem. Lessons and responsibilities help pupils develop their citizenship skills. Advice and activities help pupils know how to adopt healthy lifestyles. For example, pupils engage enthusiastically in the daily mile.

## **What does the school do well and what does it need to do better?**

There are well-organised plans for the teaching of reading, mathematics and PE. In these subjects, pupils are developing their learning well. Staff adapt plans for pupils with special educational needs and/or disabilities. We saw the plans for these pupils having a positive effect in lessons.

Leaders' recent review of the curriculum has identified some areas to refine. The school has clear plans to work through all foundation subjects to enhance teaching and assessment. Leaders have revised their planning for science. This has had a positive effect on how pupils learn and remember scientific knowledge. Developments in planning how pupils learn how to 'work scientifically' are at an earlier stage of implementation. Assessments of what pupils have learned in science are also developing. Leaders know the next steps to further improve these aspects of science teaching.

Leaders have successfully focused on improving the teaching of reading and phonics. Staff teach phonics effectively across the early years and key stage 1. Younger pupils read regularly with adults in school. They have reading books that are well matched to their phonics knowledge and reading ability. Older pupils receive regular reading teaching to develop their learning. Staff ensure that reading has a high profile in school, for example the reading week which had a 'share a

story' focus. Pupils' attainment in phonics and reading compares well to national averages.

Pupils' behaviour in school is good. They cooperate well in lessons. We noted this in drama activities and during science experiments. Playtimes and lunchtimes are positive, active and social experiences for pupils. Older pupils take care of the younger pupils. Year 6 pupils provide wonderful role models of how to behave. Pupils we spoke to were confident that there were no issues with bullying. The school's records show that staff follow up promptly on the small number of reports of bullying.

Leaders, staff and governors all view pupils' personal development as vitally important. Pupils develop a secure understanding of equality, diversity and respect for others. They talk confidently about how to adopt healthy lifestyles and mental well-being. There are a wide range of opportunities to develop pupils' interests and talents. Wider opportunities include: choir, art club, Irish dancing, as well as a range of different sports clubs.

Leaders have an accurate view of the school's strengths and priorities. They have clear plans for further improving the school. Leaders make effective use of a range of training to develop the skills of staff. Subject leaders are beginning to access appropriate training. Governors fully understand the school's priorities. They fulfil their role effectively. Governors use a range of ways to check that the school continues to improve. Leaders and governors take careful account of the workload and well-being of staff.

Early years staff have established a positive learning environment. Consequently, children feel safe and happy. Sensitive guidance helps children understand how to behave well. Learning across the early years curriculum is well planned. There is an effective balance of adult-led teaching and children choosing their own learning activity. Generally, children attain well by the end of Reception. As part of the school's curriculum review, leaders are considering how to strengthen links between the early years curriculum and what pupils will learn in Year 1. Leaders' actions have successfully enhanced the outdoor learning opportunities.

Communication with parents and their engagement with their child's learning are well established. The school's parental questionnaire shows that parents hold a very positive view of the school. Our conversations with parents confirmed that parents highly rate the care and quality of education provided by the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Keeping pupils safe is a priority of everyone in school. Staff know what steps to take if they have any concerns. They receive regular safeguarding training to update their understanding. Procedures to identify pupils at risk are robust. The school seeks help for pupils and their families promptly. Effective working with other agencies

helps to identify risks and to secure support where required. Leaders complete careful safeguarding checks for all staff, governors and volunteers. This ensures they are suitable to work with children. The safeguarding governor visits school regularly to review safeguarding with leaders, staff and pupils.

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

### **(Information for the school and appropriate authority)**

- Leaders have successfully implemented their revised plans for teaching scientific knowledge. However, aspects of developing pupils' knowledge of 'working scientifically' are not as clearly sequenced. Consequently, pupils do not have the scope of opportunities to work scientifically. Leaders need to ensure that the working scientifically aspects of the curriculum are well planned and implemented.
- Leaders have established a clear strategy to further improve curriculum planning for foundation subjects. Similarly, approaches to assessing pupils' learning in foundation subjects are developing. However, leaders have not yet fully implemented their strategy. They need to continue to complete their plans to further improve foundation subject planning and introduce manageable assessment arrangements.
- Training for subject leaders in planning and checking for improvement in foundation subjects is at an early stage of development. Consequently, some leaders need further subject leadership development, including how to monitor the impact of their actions. Leaders need to continue to implement their plans to ensure that subject leaders have the necessary training to successfully fulfil their roles.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	108618
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10121899
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Caroline McLean
<b>Headteacher</b>	Colette Bland
<b>Website</b>	<a href="http://www.stmarysonline.co.uk/">www.stmarysonline.co.uk/</a>
<b>Date of previous inspection</b>	28–29 April 2015

## Information about this school

- This Roman Catholic school is part of the diocese of Hexham and Newcastle.
- The school's last section 48 inspection was in March 2019.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

The previous 'outstanding' judgement reflected the school's overall effectiveness in April 2015 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

- We met with the headteacher, the deputy headteacher, the special educational needs coordinator and the subject leaders for English, mathematics, science and PE.

- We considered a range of safeguarding information and documentation provided by the school and available on the school's website. We met with staff to consider their understanding of the school's safeguarding procedures. Pupils told us how the school helps them to stay safe. We met with the headteacher who is one of the school's designated safeguarding leaders.
- We had a meeting with two governors, including the chair of the governing body. We reviewed samples of governing body minutes.
- We met with the local authority representative and completed a telephone call with the diocesan representative.
- We considered the school's analysis of the most recent parental survey and met with parents at the start and end of the day.
- We talked to pupils throughout the inspection to consider their views.
- We considered four subjects in detail: reading, mathematics, science and PE. These deep dives included discussions with the headteacher and subject leaders, lesson visits, review of pupils' books, listening to pupils read, discussions with pupils and a discussion with teachers whose lessons we had visited.

### **Inspection team**

Michael Reeves, lead inspector

Her Majesty's Inspector

Jo Warner

Ofsted Inspector

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