

Inspection of St Bede's Catholic Primary School

Redcar Road, Marske-by-Sea, Redcar, North Yorkshire TS11 6AE

Inspection dates: 2 and 3 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

St Bede's Catholic Primary School is a caring and safe place for pupils to learn. Leaders support pupils to fulfil their potential. Staff help pupils to follow the school 'golden rules' of 'listen with respect, act with kindness, speak with love, work together and always do our best'. Pupils are respectful and kind to each other in the playground. They listen to each other in lessons. Adults model and show children in Nursery Year how to take turns and be kind to each other. Pupils are proud of their achievements as well as their friends.

The new leadership team has improved the behaviour in classrooms and in the playground. Leaders have worked with pupils to make playtimes active and enjoyable. Pupil playground leaders ensure that team games are well refereed. They create new and exciting games to include all pupils in playtime activities. Pupils have helped to plan 'playground zones' to guarantee that there is enough space to play safely.

Incidents of bullying are rare. Pupils know that if they have any worries, they can talk to a trusted adult. Staff deal with concerns quickly. They keep parents informed about the welfare and achievements of pupils.

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

Leaders have created a curriculum that is well sequenced and builds knowledge over time. This helps pupils to be ready for the next stage of education. Some schemes, such as history, were only introduced in September. Leaders have also introduced a new framework for teaching and learning to ensure a more consistent approach to classroom practice. As a result, standards have improved. Pupils are engaged in their lessons. They follow instructions quickly and respond well to teachers' questions. In a few lessons, opportunities are missed to deepen subject knowledge. Teachers are sometimes cautious when teaching the more demanding aspects due to the newness of the programme.

Staff manage pupils' behaviour consistently well. Teachers set clear expectations and pupils consistently rise to that challenge. Pupils value coming to school. Leaders have created a culture that has improved attendance. They have supported pupils returning to school after the restrictions of the COVID-19 pandemic.

Children flourish in early years. The environment is well organised. Children move easily from play-based activities to more formal learning. They develop a strong sense of self and each other. In Nursery Year, children use songs and rhymes to develop their speaking and listening skills. Phonics is taught from Reception Year in a well-sequenced and structured way. Teachers use assessment in phonics to quickly identify any pupils who fall behind. Those who need help are supported by well-trained adults so that they keep up. Pupils read widely and are delighted to talk about their books. There are opportunities in every classroom to choose from a wide

range of books. The library is well used by pupils. They know which sections they can choose books from and that there is no limit on how many times they can replace their book.

Pupils with special educational needs and/or disabilities are carefully identified by the school. Plans are clear and regularly reviewed to ensure that pupils' needs are well met. The plans help staff to provide individual support in lessons and at breaktimes. Support is subtle and timely. For example, areas are set up around the school to help pupils calm down. This helps pupils to access the support they need and effortlessly return to learning when they are ready.

The new leadership team has revitalised the personal development programme. Assemblies are interleaved with the personal, social and health education curriculum. Leaders are aware of the historical gaps, such as enabling the privacy controls on gaming sites, and are addressing these through the new curriculum.

Enrichment activities are restarting after the local restrictions due to the COVID-19 pandemic. Pupils enjoy attending the extra-curricular sports activities such as dance and multi-skills. There are many opportunities to help pupils develop their self-confidence. The school council was voted in this year, with each delegate having to make a speech to their classmates to gain their vote. The school ambassadors look after the well-being of the pupils in their house. They encourage kindness and tolerance of those who are different. Pupils are proud of the responsibility they have for their class or house.

The diocese, the trust and the local governing body have robust reporting systems. This makes sure that the leaders are challenged and held to account for the quality of education. The trust has provided professional development programmes to support teachers and leaders in the school. Time is set aside to complete this training. This has helped to ensure that the well-being of staff is prioritised.

Safeguarding

The arrangements for safeguarding are effective.

Trustees and leaders ensure that there is a safeguarding culture in the school. They have good oversight of systems and policies to ensure that pupils are safe. Leaders make the appropriate pre-employment checks when recruiting new staff.

Leaders prioritise safeguarding training. As a result, staff recognise when a pupil may need help. Adults report concerns quickly and accurately. Leaders work well with local agencies to provide support to families and to keep pupils safe. Leaders will push for further action when it is needed.

Pupils learn how to keep themselves safe in and outside school. They understand to ask adults for help if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few lessons, teachers are not nimble in responding to pupils' needs, and sometimes opportunities to deepen pupils' understanding are being missed. Leaders should ensure that training is in place to develop teachers' skills in the classroom to meet the demand of the new teaching and learning framework, and to help teachers to link their subject knowledge to that framework.

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 information from Ofsted Parent View 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.

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

Unique reference number	141458
Local authority	Redcar and Cleveland
Inspection number	10241174
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	Board of trustees
Chair of trust	Joseph Hughes
Headteacher	Lucy Smith
Website	stbedes.npcat.org.uk
Date of previous inspection	6 and 7 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Nicholas Postgate Catholic Academy Trust.
- There have been significant changes in leadership and staffing since the last inspection.
- The school run wraparound care before and after the school day.
- The school uses no alternative provision.
- The school had its last section 48 inspection in June 2019.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other members of the school leadership team, including the early years leader and the special educational needs coordinator.
- Inspectors completed deep dives in reading, mathematics, history and physical education. Inspectors met with curriculum leaders, visited lessons, looked in pupils' books and talked to teachers and pupils.
- Inspectors listened to pupils read unseen texts to a familiar adult.
- Inspectors reviewed curriculum plans in early years and personal, social and health education.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson time and breaktimes.
- Inspectors reviewed records relating to safeguarding, behaviour and attendance.
- Inspectors talked to pupils about their school and considered their responses to the Ofsted pupil survey.
- Inspectors met with representatives of the trust, including the chair of the trust board and the chief executive officer.
- Inspectors met with members of the local governing body and a representative from the diocese.
- Inspectors spoke to staff and considered the responses received from Ofsted's staff questionnaire.
- Inspectors reviewed the responses that were received through Ofsted's online survey, Parent View, which included free-text comments. Inspectors also spoke informally to parents on the school playground.

Inspection team

Christine Durand, lead inspector Ofsted Inspector

Diane Buckle Ofsted Inspector

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